

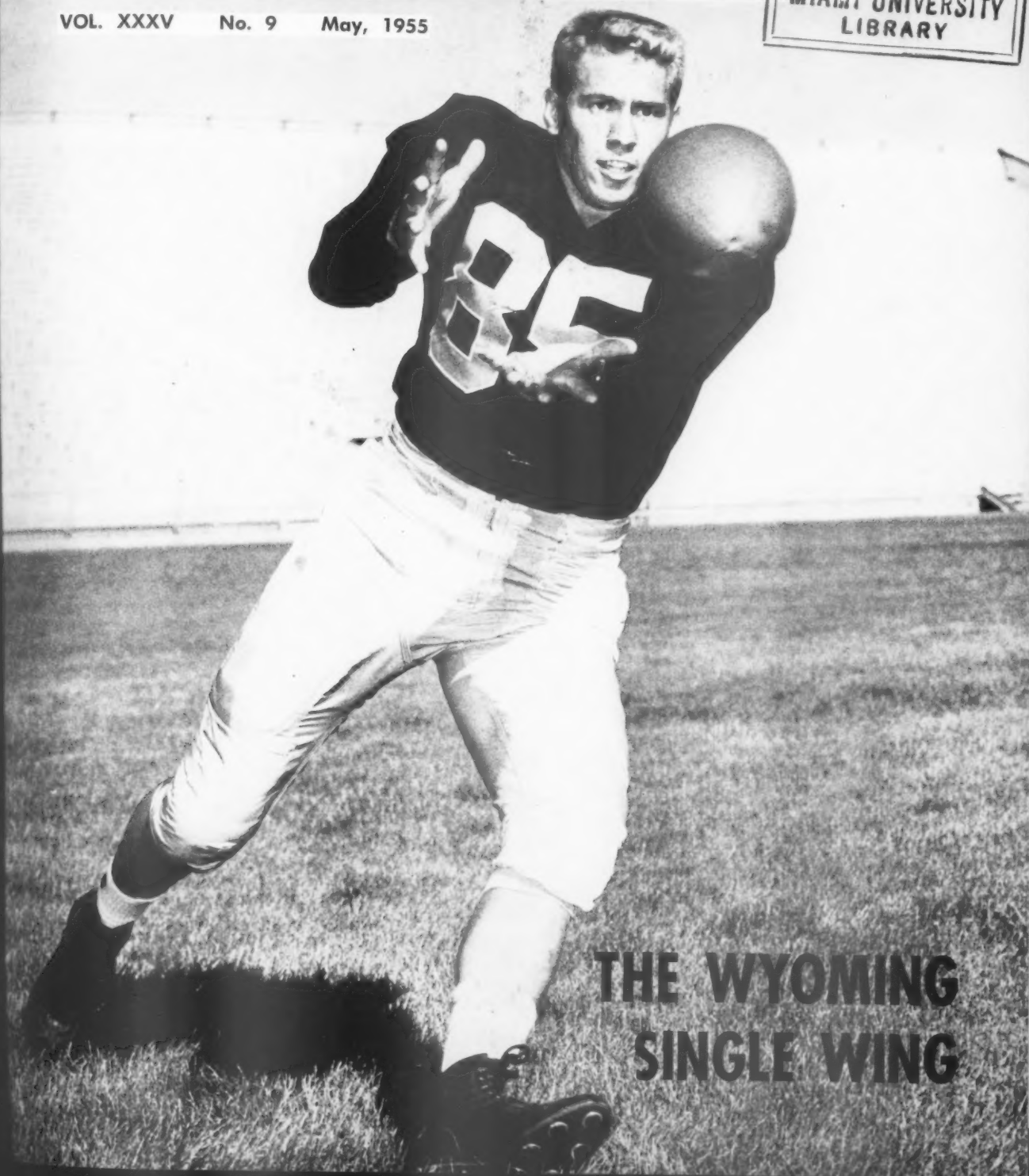
# ATHLETIC JOURNAL

VOL. XXXV No. 9 May, 1955

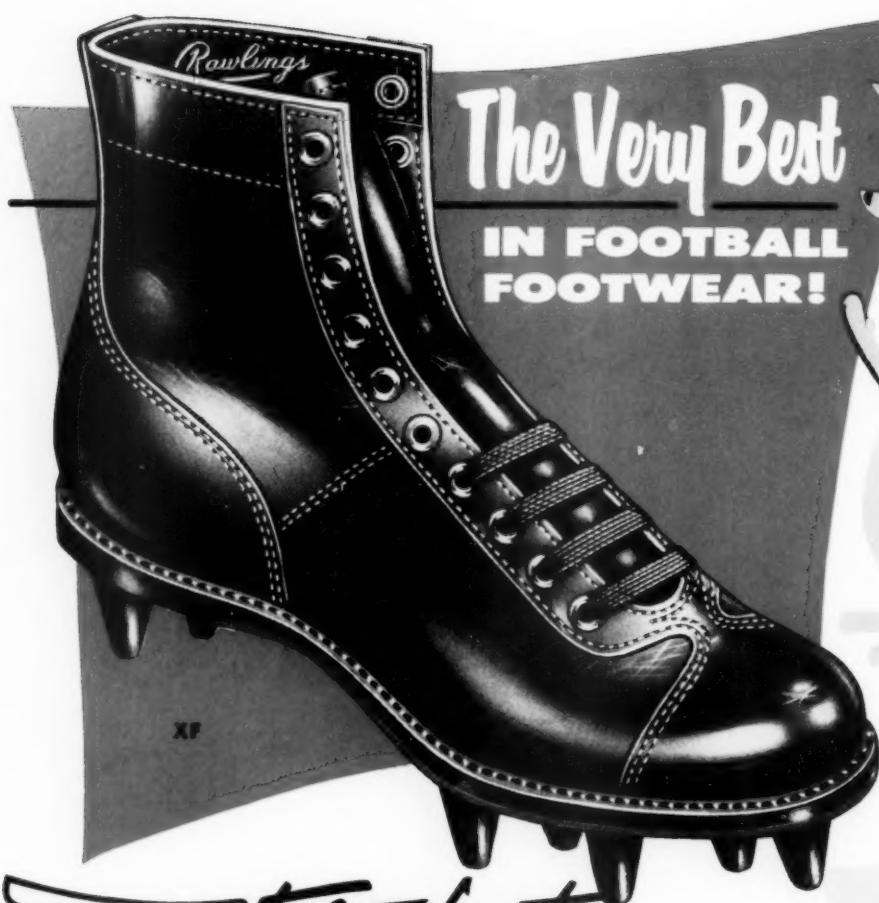
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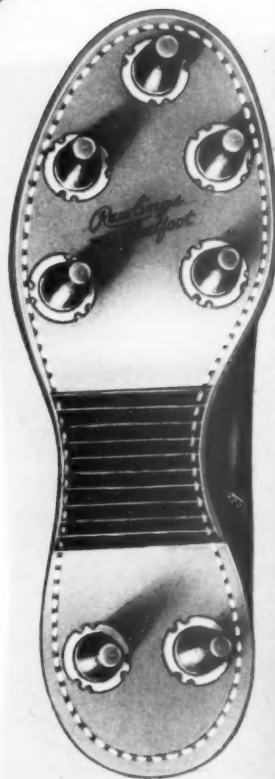
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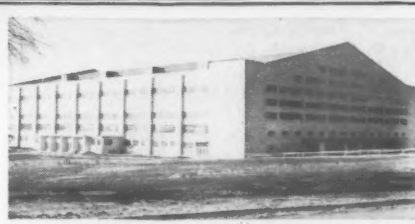
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# The ATHLETIC JOURNAL

*Nation-Wide Amateur Athletics*

Volume XXXV

Number 9

May, 1955

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## FRONT COVER ILLUSTRATION

Clarence Carter is an end on the Wyoming team. In his sophomore year he played as a guard under Coach Hicks and then last year played as a guard under Coach McCullough. The Wyoming articles start on page 6.





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# from here and there



COACHES reading Jim Smilgoff's two-part article in the March and April issues, on the new baseball formula worked out by Branch Rickey, will be glad to know that the International Business Machines Corporation has developed one of its famous "electronic brains" to compute the information rapidly. According to the Rickey formula, the leading batters in the National League last year were Mays, Snider, Matthews, Musial, Kluszewski, Sauer, Hodges, Bell, Thompson, and Repulski . . . St. Francis Prep School in Brooklyn won three city championships in the space of eight days. Frank "Chick" Keegan's basketball team, Jim McHugh's indoor track team, and Tom Booras' swimming team turned the trick . . . In the past we have mentioned a number of outstanding coaching records, but one that is hard to beat is that held by Ralph Higgins, Oklahoma A.&M.'s likeable track coach. Higgins has been at A.&M. for 19 years and the last 14 have found his teams conference champions. In 1923 Oklahoma A.&M. was a member of the Southwest Conference and Higgins was conference 100-yard dash champion. Two years later he was conference 440 champion. Higgins and his athletic director, Henry Iba, started coaching together at Classen High School in Oklahoma City . . . North Carolina State and Duke, the one-two finishers in the Atlantic Coast Conference basketball race, failed to lead in any of the statistics except rebounding where Ev Case's boys were first. Virginia, which finished sixth, led the teams in offensive scoring and Maryland, which finished third, led in defensive strength. Wake Forest, the fourth place finisher, had the best field goal and free throw percentages. Maryland and Wake Forest tied on the personal foul average . . . Speaking of basketball, the figures compiled by the National Federation on regional tournament games show an interesting comparison with the figures for 1939. The 1939 figures are shown first in each case. Average total score 56.9-121.4; average number of fouls 20.8-35.2 percentage of free throws

made 45.3-63.1; average number of times player disqualified 1.3-1.5; number of personal fouls on offense 2.4-4.4; number of cases of traveling 7.3-6.7; jump ball situations 21.7-14.2.

• • •

EVERY ONE of the National Junior College Athletic Association track and field records and the national meet records are held by Californians . . . Lacrosse is growing rapidly as a high school sport along the Eastern Seaboard. The Pingry School of Elizabeth, New Jersey became the first prep school in that state to field a lacrosse team. Four high schools on Long Island started lacrosse this spring and five more will have teams by this time next year . . . Terry Brennan was a member of the 1949 All-Star team. This coming season will see three of his former teammates in the All-Star game acting as head coaches. They are Jerry Williams of Montana, Jack Mitchell of Arkansas and Ev Faunce of Utah State . . . Michigan is building a new swimming pool. The new pool will feature a separate diving pool which will be 14 feet deep. With the separate pool the divers and swimmers will be able to work out simultaneously. The pool will have a uniform depth of 6 feet . . . One of the most peculiar sports rivalries is the one in track between Stanford and U.S.C. Stanford won the first 22 meets and then for the next eight years each team managed to win four meets apiece. Southern California has won the last 19 meets in a row . . . Two former Kansas Relays champions are on the teaching staff at Highland Park, Illinois, High School. Mark Panther, javelin throw champion (1935-36) from the University of Iowa, is track coach and John Munski, the Missouri miler who won his specialty in 1940, is in charge of student publications.

## IMPORTANT NOTICE

If you will be on vacation or school will be closed by June 10, send change of address for June issue no later than May 16 to:

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THE ATHLETIC JOURNAL

## ARE COACHES SPENDING MONEY ON MASKS THAT DO NOT GIVE FULL PROTECTION?

Bill Dayton, former trainer at Texas A & M, former president of the Southwest Conference Trainers Association, and presently trainer at Odessa, Texas, High School, where he has one of the most modern training departments of any school in the country, says:

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2. Buy a mask that prevents a shoe from striking the wearer in the mouth or on the chin by getting beneath the mask.
3. Buy a mask that prevents a shoe, knee or elbow from hitting the player in the eyes above the mask.
4. Buy a mask strong enough not to bend or cave in under hard impact.
5. Buy a mask that is securely attached to the helmet so as not to wobble and won't tilt upward to strike the wearer's nose a damaging blow.
6. Buy a mask for complete protection against blows from any and every direction . . . don't sacrifice protection for price!

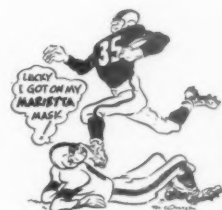
From the above you see that Bill means a Marietta Mask, and he will tell you so . . . because a Marietta is the only mask on the market today that gives a player this complete and positive protection.

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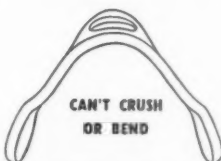
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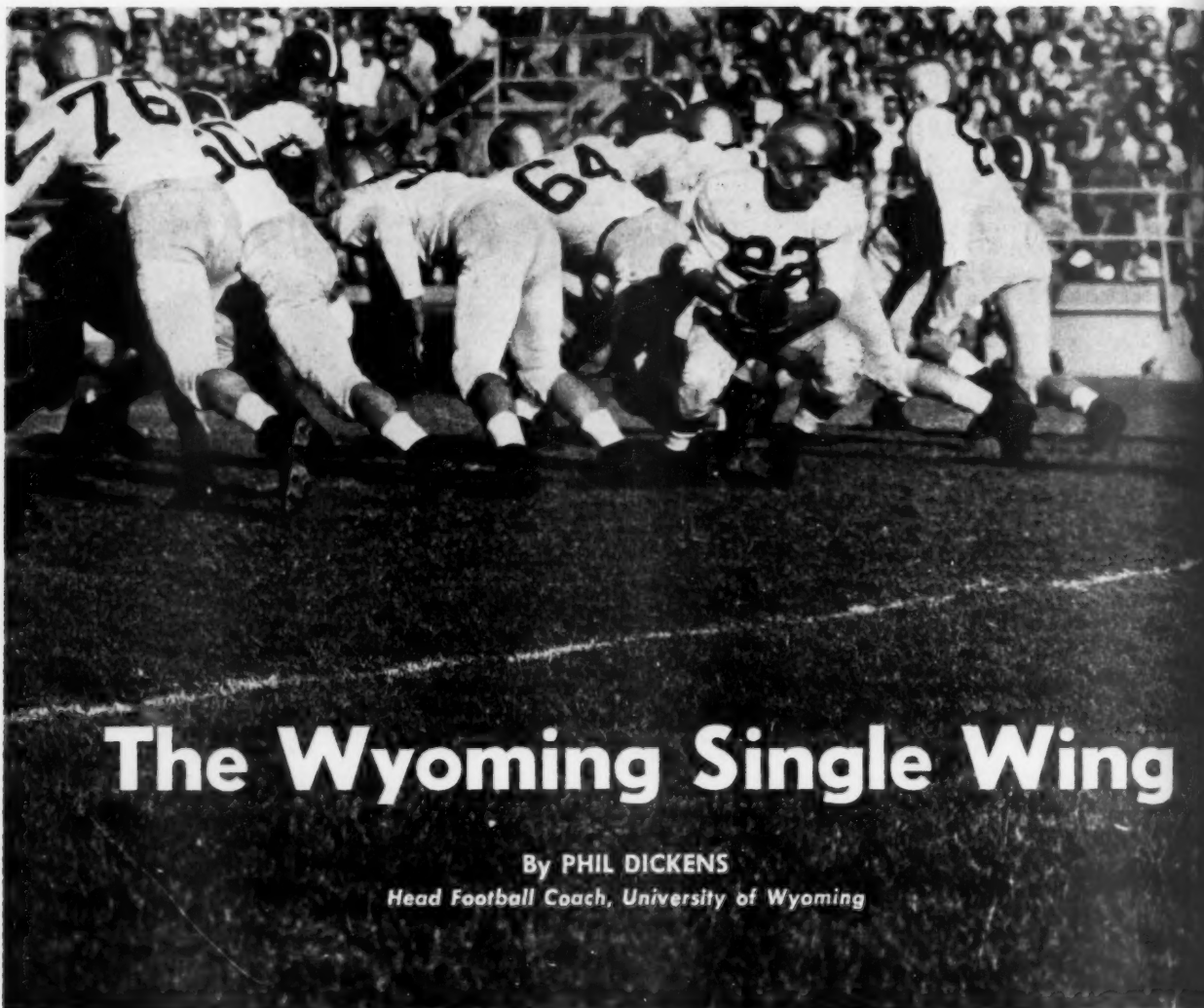
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# The Wyoming Single Wing

By PHIL DICKENS

Head Football Coach, University of Wyoming

**T**HE system we are using at the University of Wyoming was originated at the University of Tennessee in 1925 by General R. R. Neyland. We have added a series or two to the system and it is our belief that the additions have helped us a great deal offensively. Our system now is quite a bit different from the normal single wing balanced line offense that is used by U.C.L.A. and the University of Tennessee. In the Tennessee and U.C.L.A. single wings, the quarterback or blocking back is lined up in the gap between his guard and tackle, facing the line of scrimmage. We have our players line up in a balanced line, with the wingback left or right, and our line split ten to twelve inches from the weak-side tackle to the strong-side end. Our weak-side end is split a yard to a yard and a half from the weak-side tackle. We can also let our weak-side tackle split about

**P**HIL DICKENS graduated from Tennessee after the 1936 season when he was All-Southeastern Conference tailback. In 1947 he was head coach at Tennessee Junior College and the following year coached at Cookeville, Tennessee, High School. The next four years he was backfield coach at Wofford. Dickens then served in a similar capacity at North Carolina State and during the war he was at Georgia Pre-Flight. After the war he was assistant at Mississippi State for two years and then went to Wofford where in six years his record showed 40 victories and 7 ties out of 63 games played. In 1953 he was appointed to his present position.

two feet at various times. This split is determined by the type of play we are going to use. Both ends are split three to five yards and our wingback is flanked right and left the same distance. We generally use this in our passing attack.

Our quarterback is lined up parallel to the line of scrimmage, with his right foot in between the strong-side guard's left foot and the center's right foot and about six to eight inches deep. He is crouched over in such a position that he can handle the ball from center by having his hands midway up the thigh of the right leg of the center. This position makes it exceptionally easy for him to block to the weak side. He can also sneak up the middle or through any hole on the weak side, hand off to the fullback on a dive or counter play, or drop back and throw.

We have been working on this type

THE ATHLETIC JOURNAL

Line

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## Line Play

By R. B. "BOB" HICKS

## End Play

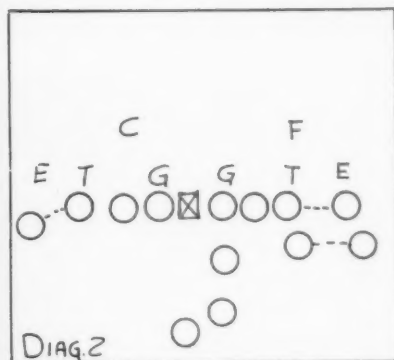
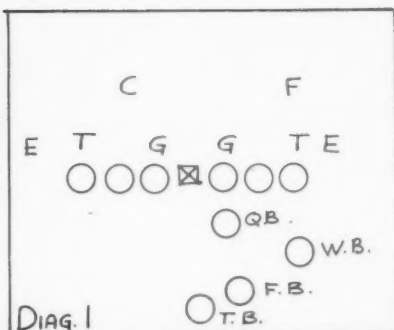
By LOU McCULLOUGH

## Backfield Play

By W. O. STEVENS

of offense for a few years and while it is by no means perfect, we do believe it has great possibilities. Our full-back is lined up four yards deep behind his strong-side guard, and the tailback is four and one-half yards deep with his right foot on a line with the ball. Thus, we get the effect of a T formation, plus the power of the single wing, with the optional run or pass to the left or right, plus the option with the quarterback left or right.

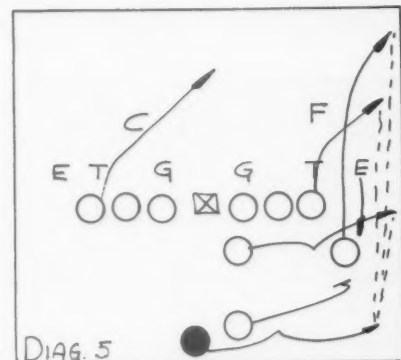
We know we have to have a man in the quarterback spot who is a good blocker and a good passer. Our first necessity is speed, next comes power, and then deception. In the system we are trying to perfect, we are naturally looking for a boy who can throw, kick, and run in the tailback position and, as we said before, a boy who can block and throw from the quarterback position. However, with this type of



offense, we do not have to have a tailback who is a fine passer if we have a quarterback who can throw the ball well. Diagram 1 shows our basic formation and Diagram 2 shows our spread formation.

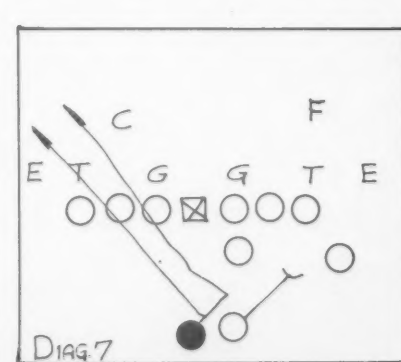
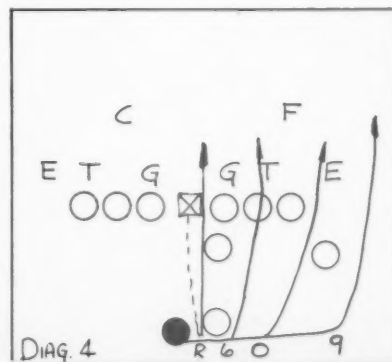
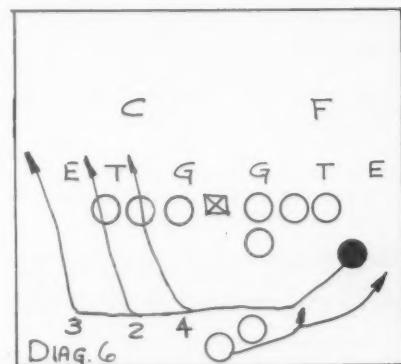
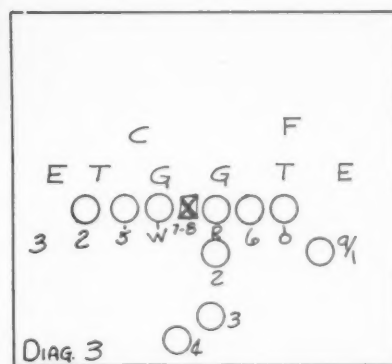
Our offense is run in series and the holes are numbered offensively. The different type series are as follows:

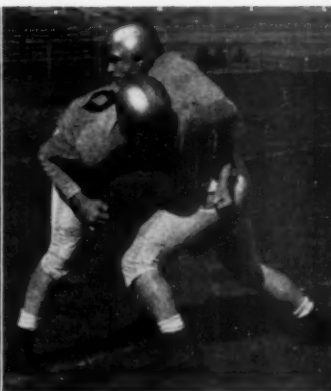
In the 0 series every play starts off in exactly the same way, with the pass from the center waist high, and a good yard lead to the left if we are in left formation. The center always knows that on any play from 0 to 9 the tailback gets a yard lead to the strong side. These plays are called our sweep plays to the right with the tailback carrying, coupled in with the



end sweep and the optional pass or run (Diagram 5). These plays gave us a forward hand-off reverse coming back to the weak side (Diagram 6). This reverse also hits inside or out-

(Continued on page 67)



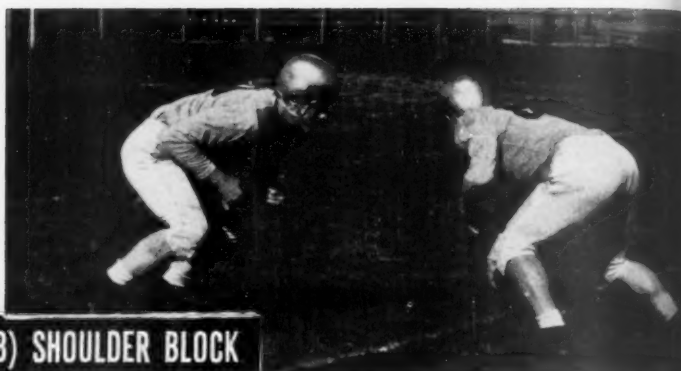


**(Series A) FRONT PIVOT BLOCK**

# Line Play

**A**T the University of Wyoming, where the single wing balanced line attack is employed, we believe strongly in having two men blocking one man and moving that man completely out of the play. No matter what play the quarterback calls, we try to have two men blocking the man in the hole, and then a man removed from the play is pulled to lead the ball-carrier up the hole. We work continually for the angle on the defensive man and take advantage of this situation whenever it presents itself. We want our players to get position on the defensive man first and

**(Series B) SHOULDER BLOCK**



then block him. With this theory as a basis, each lineman is given several blocks to use and, in our daily drills, we work to perfect these blocks.

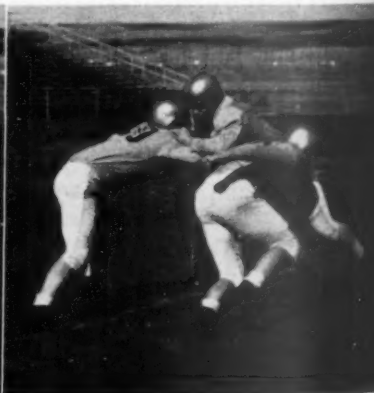
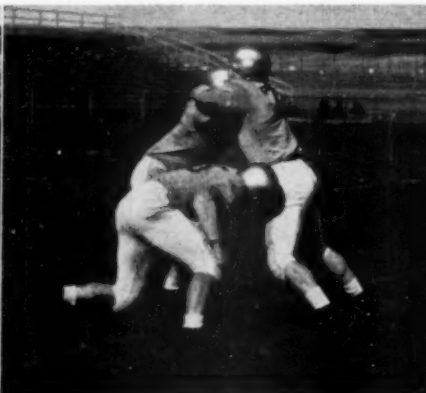
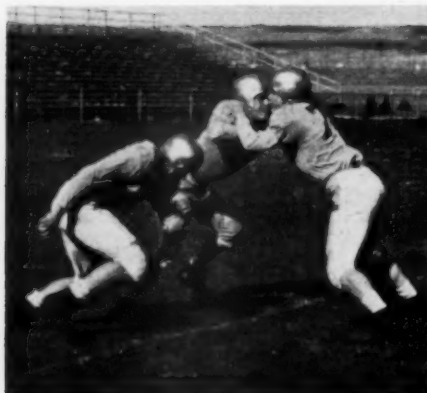
The fundamental blocks which we like are the shoulder block, front pivot block, reverse pivot block, post block, cross-body block, crab block, and pass protection block. Each lineman, depending upon his position, is given three or four of these blocks to learn, but no one man must perfect all seven blocks. We try to teach these blocks and work continually on all of them during a boy's freshman year. As a result, when a player be-

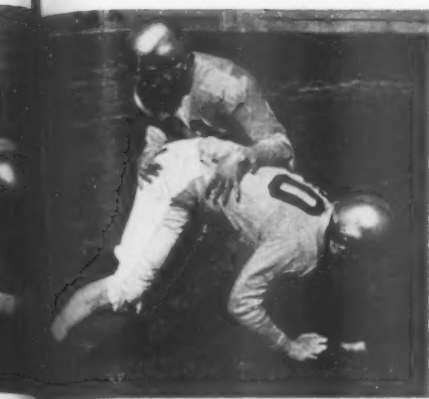
comes eligible for the varsity, he has a good knowledge of our blocks and how to execute them.

It is not our contention that we are doing anything revolutionary in our blocking, but do believe these blocks are sound. We believe in perfecting the fundamentals we have confidence in, due to their success in the past. Here is a brief description and some illustrations of these blocks, showing how they are employed in our attack.

*Front Pivot Block.* The front pivot block is a single block and the offensive man's objective is to engage and

**(Series C) POST BLOCK**





shoulder and reaches forward with his left elbow for hooking purposes. He remains low and crouched well over, his right foot is placed flat on the ground, and his right knee is well bent in order to provide a good deal of coil in his right leg. This is where he gets his power to block. Just as soon as his right foot strikes the ground, he drives from a low position upward, engaging the defensive man with his abdomen against his near thigh. The offensive man brings his left knee up and forms the rear part of the hook. Simultaneously with the charge, he drives his left knee for-

ward. He continues to drive into the opponent from his left leg and keeps working around him, making sure that he keeps his body between the opponent and the ball-carrier.

**Shoulder Block.** A hard shoulder block is used to move the defensive man out of the hole. When we double-team a defensive man with a post and turn block, the turn man will use a shoulder block. To execute the block, the offensive man steps with his outside foot forward and towards the opponent. This step gives him position. He does not straighten up but stays low and coiled. The



retain the defensive man on the line of scrimmage long enough for the ball-carrier and running interference to circle him. It is permissible for the offensive man to retreat or to give ground slightly in the case of a charging and penetrating type of defensive man. In executing the block, the offensive man takes an oblique step with his right foot to the right. The purpose of the step is to put him in position. The length of the step will be determined by the distance the defensive man is from the blocker. Speed is essential.

The offensive man dips his left

ward in such a way that his knee and ankle form a line parallel to the ground. Then he continues to drive into the opponent from his right leg, retaining the opponent on the line of scrimmage (Series A).

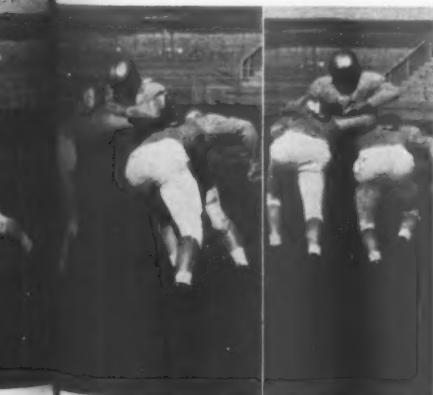
**Reverse Pivot Block.** This block is called a reverse pivot block because the original heading of the offensive man is reversed from that of his approach to make the block. The purpose of the block is the same as the front pivot block, to retain the defensive man on the line of scrimmage. It is effective against a man who reacts to fakes and pressure. To execute the block, the offensive man steps directly at the opponent with his left foot. Speed is essential.

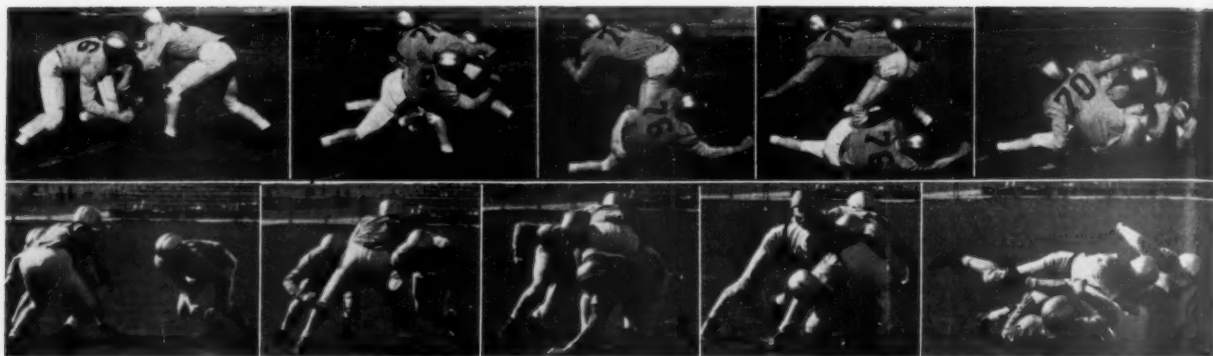
The offensive man drives his head and right elbow in front of and beyond the opponent. He remains low and crouched well over, his foot is placed flat on the ground, and his knee is well bent with considerable coil. Again, this is where he gets the power to block. Just as soon as his left foot strikes the ground, he whips his right knee forward and in behind the opponent. The offensive man engages the opponent's near thigh with his abdomen and makes the block with enough snap and drive to carry the block one yard through the op-

ponent. He continues to drive into the opponent from his left leg and keeps working around him, making sure that he keeps his body between the opponent and the ball-carrier.

**Post Block.** The object of the post block is to stop the defensive man's initial charge, while the turn man hits him with a shoulder block to move him down the line of scrimmage. As soon as the post man feels the pressure from the turn man, he drops down to a shoulder block and helps to move the defensive man down the line (Series C). To execute the block, the offensive man snaps up and braces himself to stop the defensive man's charge. He blocks high so the turn man has an open shot at the defensive man. The post man snaps his fist to his chest, palms in, elbows slightly forward, chin resting on his chest with a bull neck, and uses his elbows to keep the man where he wants him. He never goes for the man; in fact, it is better to give ground.

**Crab Block.** The purpose of the crab block is to trap the defensive man and make him play the offensive man who is using it. When the offensive man accomplishes the trap, he





slides to the ground and his double-team blocker will knock the defensive man over. It is really the low block of the *high and low* double-team block. To execute the block, the offensive man takes a short step, about eighteen inches, with his right foot forward and toward the defensive man.

Speed is very essential on this block since it is the duty of the crab blocker to attract the defensive man and make him play him with his hands. He also prevents the defensive man from penetrating the line of scrimmage. In taking the step with his right foot, his leg should be coiled. When his foot contacts the ground, the crab blocker's leg is straightened with as much force as possible in order to drive his body into the target. The target is the near knee of the opponent. The crab blocker snaps his left hip and leg forward into position. While his right leg is driving forward and downward, his left hip is snapped into the opponent so that contact will be made at the near knee of the defensive man with the offensive man's body and thigh right in front of his hip. His left knee is advanced and driven just inside the opponent's leg.

If the block is made properly, the opponent's knee is caught in the angle between the crab blocker's lower abdomen and the thigh of his left leg. Simultaneously with the advance of his left knee, his left arm is thrust forward and his body and shoulder are driven beyond the opponent's

### (Series D and E) CRAB BLOCK

knee. His hand comes to rest on the ground behind the opponent. Upon feeling pressure from the drive of the double-team blocker, the crab blocker sinks lower and lower, eventually ending in a position with his stomach and right side on the ground, and the opponent knocked over him. Two different views of this important

**B**OB HICKS played at Dartmouth and Tennessee, graduating from the latter school in 1948, after having served for four years in the navy. Prior to joining Phil Dickens' staff he coached three years at Milan, Tennessee and two years at Spartanburg, South Carolina, High Schools.

block are shown in Series D and E.

*Pass Protection Block.* This is a high, retreating, and shielding block. Its main purpose is not to miss the opponent, but to engage and delay him as long as possible. The objective is to give the passer time to execute his fakes and then throw the ball. We have a saying that goes like this: "Get

### (Series F) PASS PROTECTION

and maintain inside blocking position on the opponent, blocking high and utilizing the opponent's momentum to carry him beyond the passer." To execute the block, (Series F), the offensive man takes a short step to the rear with his outside foot and looks squarely at the opponent. Then he makes the opponent show, keeping in a very low crouched position, and making sure to keep inside blocking angle on the rusher. He is set to make contact. Upon contact, he blocks higher and gives ground, making sure not to slip off. He maintains contact at all cost and keeps inside position. Initial contact should be made with the blocker's head striking the rusher about the pit of his stomach, gradually working higher and remaining inside. As the opponent rushes, he continues to give ground, but deflects his angle of charge by using the opponent's momentum. Since our passer sits in a slot, we hope to work the defensive man past this slot.

As can be seen, our fundamental blocks are typical single wing blocks. With these as are our defensive weapons, we do our blocking by zones and rules. Some of our linemen have definite zones to block in, while others have a definite rule to follow, depending upon the situation. Once the offensive lineman knows whom he must block, we leave the type of block to be used to beat the defensive man to the offensive man's discretion.

(Continued on page 13)





# End Play

**I**N teaching offensive end play for the single wing system that we use at Wyoming, there are many duties required of the ends. They have to be taught stance and position, types of blocks, blocking zones and assignments, pulling and leading, pass patterns, pass receiving techniques, ball-carrying, punt and kick-off returns, extra-point protection, and special plays. An end has to be both a line-man and a back. We like to have our strong-side end weigh about 195 pounds, be of average speed, and have plenty of strength. He does our post blocking on off-tackle plays and we pull him on certain plays to the weak side. Our weak-side end does not have to be as big and strong but he must be one of the fastest men on the squad. He must be agile and quick in order to make the crab block which is one of his toughest blocks. Both of our ends must have a *never say die* attitude and plenty of stamina.

During a series of plays, an end may pull and block a linebacker 10 yards away, go downfield and block the safety, go out for a 25-yard pass and, on fourth down, cover a 50-yard punt. With the two-platoon system out, he may come back and have to string out a pitch-out or two, and then on the next play be the removed end. Now, after executing all of these maneuvers for a few quarters in a game, he may go out for seven or eight long passes in the last few minutes. It is easy to see that it is hard to find a player who possesses everything desired in a good end. We feel that if an end possesses the physical ability, he can be developed through repetition of the proper fundamentals.

**Stance and Position.** For our system we prefer a square stance because it allows an end to pull to either side or make a fast charge straight ahead. His feet should be planted straight ahead, parallel, and spaced about shoulder width. If we get a boy who has played two or three years of high school football, and who uses a slightly staggered stance, we do not make him square up. He is asked to assume a comfortable position as near as possible to the square stance.

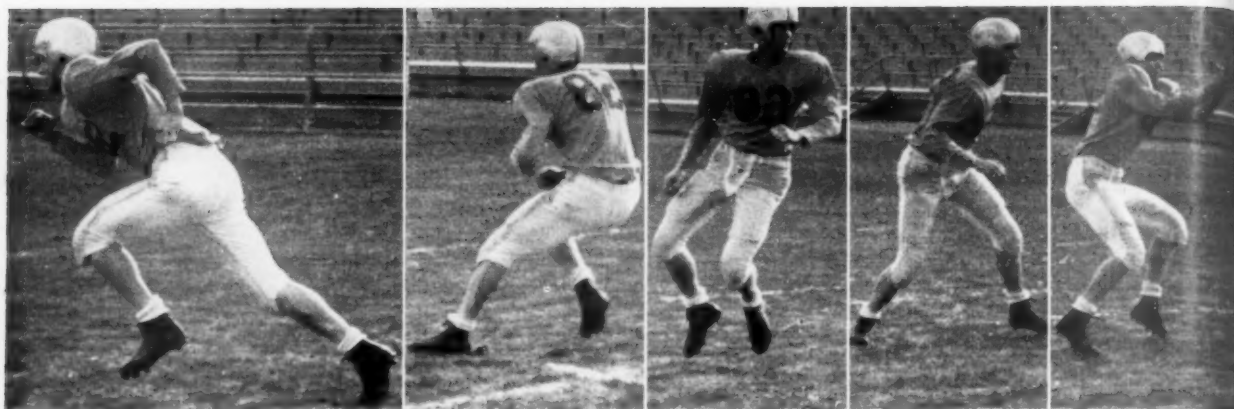
We definitely want our ends to take the same stance each time and make certain that they take all of the ball on every play in order to prevent bowed lines. Also, we do not want the ends to tip the defense off when they plan to pull or go out for a pass. The most important thing about stance is that it must be an on-balance and comfortable position without pointing or leaning.

**Blocking.** When we are reasonably certain that the ends have attained a good stance, the basic fundamentals for our various blocks are started. In executing single blocks, the ends try to get position first and then drive the defensive man out of the hole; this may be contrary to some systems. Also, we have two-on-one blocks, such as post-and-turn and crab-and-hard-shoulder. Any time the ends work on these blocking fundamentals, they always line up on the ball, take their stance and go off on the digit. There are four basic blocks that our ends use: (Series A) front pivot; (Series B) hard shoulder; (Series C) post; and (Series D and E) crab. Bob Hicks describes these blocks in detail in his article on offensive line play.

**Pulling.** Considerable time is spent on pulling because it is most likely to be the block that shakes the back into the open for a long gain. The ends use the lead type of step in pulling and the angle of the step depends upon the hole they plan to hit. The closer the hole, the deeper is the angle. Most ends, the same as guards, have a tendency to point or lean and they may be checked constantly for this error. At first, we have trouble with our ends rising straight up to pull. We use an apparatus which will jolt the end's head if he rises too high and he soon learns to stay low. An end must have speed on the initial getaway, keep low, coiled and ready to strike. He must keep his balance because he is asked to hit the first man who penetrates his path. When the end turns up the hole, he uses a shoulder block to root out a man directly in the hole, a cross-body block for a man on the inside, and a reverse body block on a man coming up from the outside. When pulling up the hole, we tell our ends: "Never

## (Series G) HEAD AND SHOULDER FAKE





## (Series H) SPOT PASS

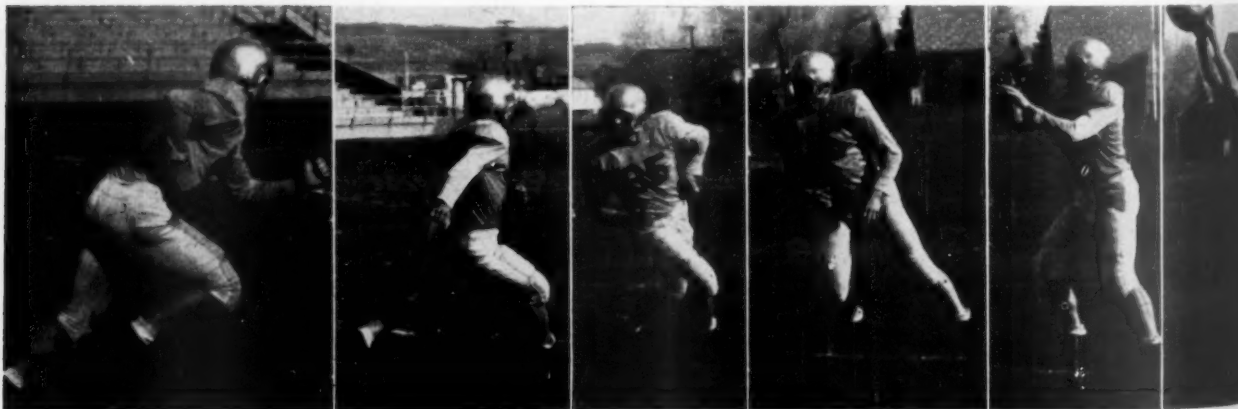
pass up a man no matter how you have to block him, and do not hit one lick and go to your knees."

*Pass Receiving.* It is our feeling that in order to have a good running attack, we must have a good passing attack. There are times when the running attack bogs down but, with a

**L**OU McCULLOUGH started his college competition at Toledo University while in the army air corps. After the war he spent one year at Georgia Military College and then transferred to Wofford. After graduation he stayed on as an assistant to Phil Dickens, moving with him to Wyoming in 1953.

few completions, it will pick up again. The eager linebackers and halfbacks must be educated before any running attack will go, even if a few incomplete passes have to be thrown. Most

## (Series J) HOOK PASS



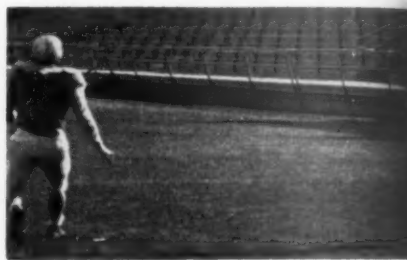
receivers can be taught to catch a ball and it is surprising how much an end can improve if the coach gives him sufficient time and is patient.

There are a few basic principles which we think every end should know concerning pass receiving. In order to have good timing on a pass, ends must get past the line of scrimmage quickly. The end generally fakes a block by going down on all fours and moving out quickly, or he fakes a block and uses the roll-out. Usually, a slight head and shoulder fake will put the end past the line of scrimmage. If he still has trouble getting out, we tell him to spread. Certain drills are used each day to practice leaving the line, and the importance of getting out quickly is stressed.

After the end has learned to get away from the line of scrimmage, we try to teach him several maneuvers which will help him to get in the open. The head and shoulder fake, change of pace, spot, and hook are used. We have the ends work on the head and shoulder fake, (Series G), more than on any other stunt, because they use it for leaving the line of scrimmage, covering punts and

kick-offs, setting up traps and ball-carrying, as well as pass receiving. An end must remember to make a distinct fake and not rush it. Upon making this distinct fake, he sprints out of the fake to get position on the halfback.

The change-of-pace maneuver is used on defensive backs who play too close to the line of scrimmage or who



## (Series I) SPOT & GO

have below-average speed. An end starts down the field at about half speed, and then puts on a burst of speed to get behind the halfback. We also use the change-of-pace maneuver in covering kick-offs and punts to avoid blockers.

In teaching the spot pass, (Series H), our ends are told never to be delayed on the line, even if they have to spread five yards or more. The ends leave the line of scrimmage very fast and spot over a certain position. They do this by planting the inside foot and wheeling around, using their hands as a target about shoulder high. In order for them to make certain that they spot to the inside, we tell them to bring the outside shoulder around and they will not have any trouble. The maneuver must be fast and smooth as we do not want them worrying about planting the inside foot. From this maneuver our ends use the spot-and-go or spot-and-slide (Series I).

The last stunt which will help an end get in the open is the hook pass (Series J). This pass is run deeper than the spots and the end is given the privilege of taking a couple of steps back toward the line of scrimmage. On this maneuver, he leaves the line of scrimmage at full speed for 10 to 12 yards. As soon as he

When the ball is located, the end must watch it until the pass is completed. It is a common practice for an end to hear footsteps or turn and glimpse at the defensive halfback and this usually means an incompleting pass. Pass receivers should be relaxed and they should concentrate on the ball while it is in flight. The catch should be made with the hands as one would receive a throw in baseball. Upon receiving the ball, an end must tuck it away in the proper ball-carrying position because receivers are often tackled hard just as they make the catch, especially on spot and hook passes. Going for the ball is always stressed. Many ends think that the pass should be perfect, and if it is overthrown or too short, they have a tendency to give up. By fighting for the ball or giving a little more effort, an end may complete the pass or at least prevent an interception.

**Decoys.** Another and probably the most important part of pass receiving is the decoys. If the decoys loaf and slack their fakes, there is little chance

other, the stiff-arm sidestep, and driving for extra yardage. The reason we mention ball-carrying is that so many times this phase of end play is overlooked.

There are many fundamentals pertaining to offensive end play. This article covers some of the basic fundamentals that we use in developing offensive ends in our single wing system.

## Line Play

(Continued from page 10)

Until several years ago, one of the big problems we had on offense was trapping the guards. Due to the numerous defenses our players encountered with loaded lines, it was necessary to devise some means of trapping and still have it conform to something we could get across. With this in mind, we worked out the following system of trapping. Numbering our offensive men as holes, we let the left guard be the 4L hole, the



reaches this position, he makes his hook to the outside facing the passer. The ball should be on its way about shoulder high as soon as the end is facing the passer. From this we use the hook-and-go or the hook-and-slide.

A drill which includes all of these stunts is used in our preliminaries each day. We call our strong-side ends up and say, "Spot right going down and spot left coming back." As the signals are called for them to move out, the weak-side ends line up to do the same thing. After completing our spot, we say, "Hook right going down and hook left coming back." Then they are told, "Fake right going down and fake left coming back." In this drill, we work on stance, form running, spots, hooks, and fakes. Executing a good maneuver and sprinting out of it for at least five yards is stressed.

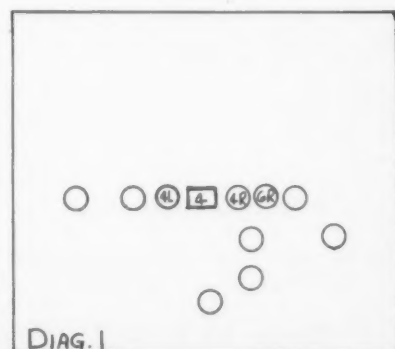
The most important point in pass receiving comes after the end is in the open, that is, catching the ball.

for a pass completion. We try to eliminate this by throwing to the decoys in our passing drills and while practicing pass defense. Last season our decoy men scored several touchdowns for us. If we complete a certain pass in a halfback's zone a few times, he may disregard the decoy in order to break up the pass. This is the time to hit the decoy for a sizeable gain. Every man who leaves the line of scrimmage on a pass play is a potential receiver.

**Ball-Carrying.** It is one thing to catch a pass and another to run after the catch. Ends also handle the ball on the end around play and sometimes carry the ball on short kick-offs. An end has to learn to receive the hand-off and make certain fakes on the end around play. He has to be able to throw the end around pass and that alone involves plenty of work. We use certain drills to teach our ends such basic fundamentals as the correct way to carry the ball, how to switch the ball from one arm to the

center the 4 hole, the right guard the 4R hole and, on traps, the right tackle the 6R hole (Diagram 1). Normally, the right tackle is the 6 hole (See Diagram 1 in Coach Dickens' article). Once we decide to trap, our boys know that when they come up to the line of scrimmage, no matter what the situation may be, we will make the trap.

(Continued on page 58)





# Backfield Play

**I**N the single wing system, which is used at the University of Wyoming, the most difficult job is finding material that will fit in. The fact that we use an indirect series as well as

**W**ILBUR STEVENS graduated from Wofford in 1942 and then served for four years in the European Theater with the 87th Division. He started coaching at Tryon, North Carolina, High School in 1946 and in 1947 returned to his alma mater as backfield coach. He has been associated with Dickens since that time.

the straight single wing series, plus a well-rounded passing attack, indicates that our players must have certain abilities that are hard to find.

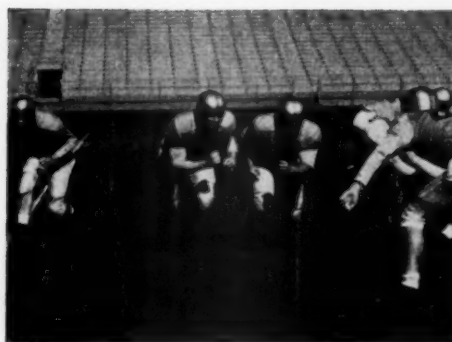
For the tailback spot, we want a man who has good speed and who can run both inside and out. He should be a fair passer from the slot and, most important, be able to throw the running pass. This player should be able to quick kick and to play the position of defensive halfback.

Our fullback must be a workhorse. We want a player who is a good, tough inside runner and a good blocker. If possible he should be a quick starter because he runs our dive play in the indirect series. On defense he is the strong-side linebacker.

For our wingback we want a man with two particular abilities. He must have speed and be a good pass receiver. The wingback also has to be a fair blocker and be able to play halfback on defense.

The blocking back is the hardest position to fill. We want a man who is a good blocker and a good passer, and he must be smart enough to quarterback the defense. On defense he plays safety man.

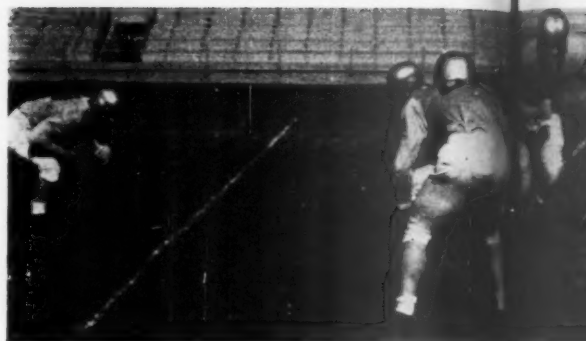
Our plays are set up in series and we try to hit every hole along the line in each series. Because the plays in the single wing series are slow



**Above (Series K)  
OFF-TACKLE PLAY**



**Left (Series L)  
END RUN**



forming and usually start parallel to the line of scrimmage, we want each play in the series to look the same from the start. By so doing, we feel that the defense must play honestly and this will give us the blocking position we want. Let us take several plays from the tailback series.

Our off-tackle play starts with the tailback taking a lead pass from the center and then running three steps to the right parallel to the line of scrimmage (Diagram 1). The fullback takes two steps parallel to the line of scrimmage and then moves toward the defensive end. Our blocking back spins out and pairs up shoulder to shoulder with the fullback. At this time the defensive end does not know whether the run is to be made inside or outside him. As

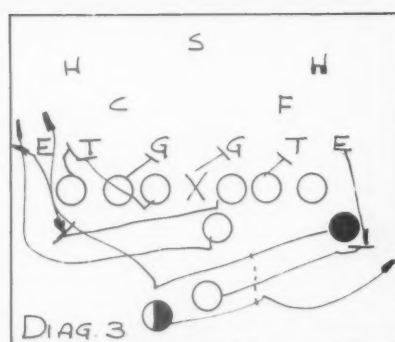
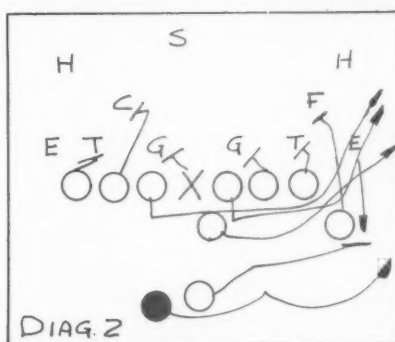
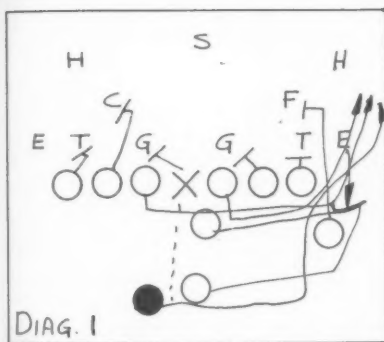
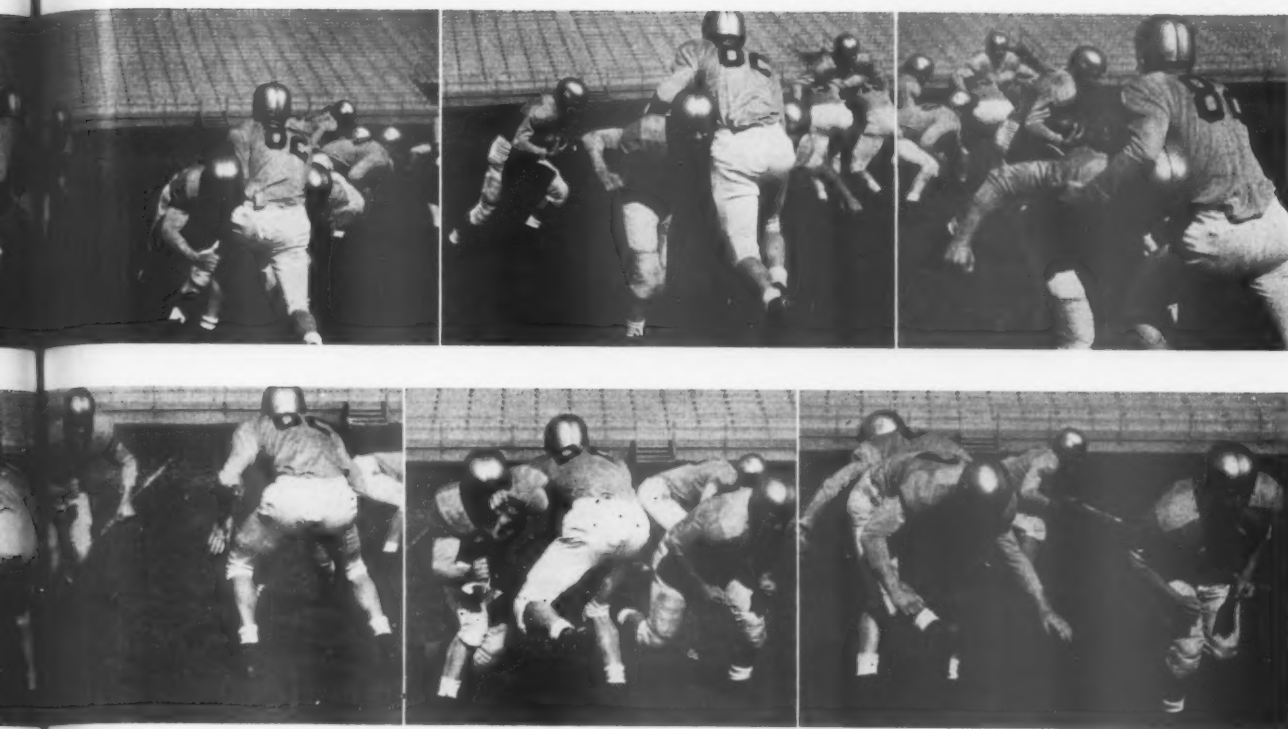
the fullback and the blocking back continue on toward the end, the tailback, having completed his three steps, now cuts off his right foot and turns up the off-tackle hole, following the two guards who are leading the play. As the tailback makes his cut, the fullback and the blocking back double-team the defensive end out. The wingback and the strong-side end double-team the defensive tackle with a post and hard shoulder block (Series K).

In this series our end run starts exactly the same way (Diagram 2). The tailback, using the same lead pass, takes his three steps parallel to the line of scrimmage. The blocking back and the fullback start on the same pattern they used in the off-tackle play. As they near the defen-



**(Series M) REVERSE**





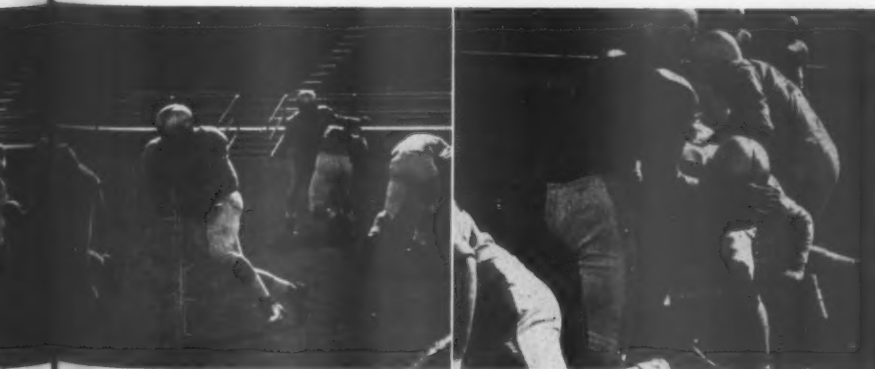
sive end, the blocking back will gain a half step on the fullback, making him reach the end first. After taking his three steps, the tailback now takes a short step toward the off-tackle hole

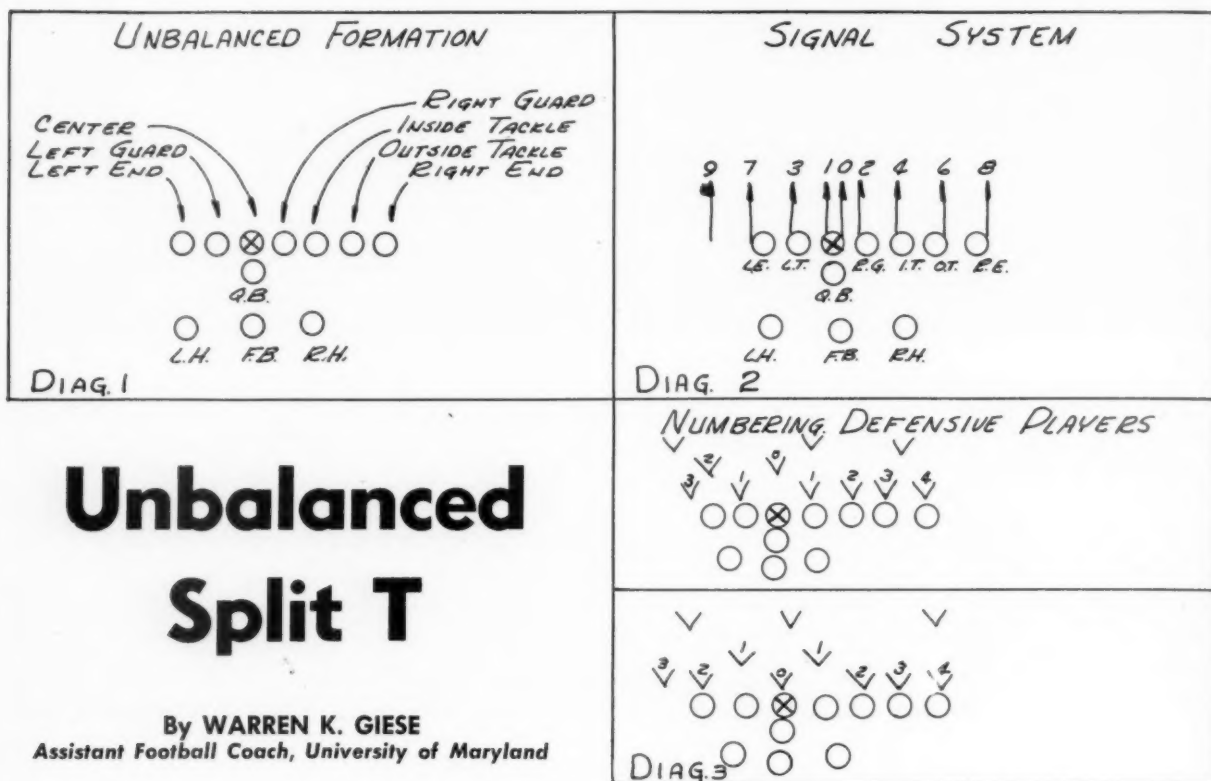
with his left foot and makes a good head nod in that direction. While the tailback is doing this, the blocking back fakes a shoulder block at the defensive end and slides off for the

halfback. Immediately following the fake by the blocking back, the fullback lets his shoulder slide by the end and then puts a hook block on him (Series L). As the fullback hooks the end, the tailback springs off his left foot and circles outside the end, picking up the blocking back and the guards for interference. The wingback uses a retaining block on anyone in his zone.

Our reverses in this series start the same way. The tailback starts to the right with a lead pass and gives a forward hand-off to the wingback (Diagram 3). The fullback takes two steps parallel to the line of scrimmage and then goes for the defensive end, putting a hook block on him. After handing off to the wingback, the tailback drops his inside or left

(Continued on page 56)





**T**HE unbalanced split T offense is a natural addition to any split T attack. It would be difficult to give credit to one individual or to one team for the origination of this offensive mutation. Presently, Iowa, Michigan State, and other multiple offense teams are making good use of split T principles for a portion of their attack from the unbalanced formation. Last year the University of Maryland as a *change-of-pace* shifted and ran the unbalanced split T a total of 41 times during the regular season. Plays from this formation averaged a substantial 8.5 yards a try.

The trend toward the development of diversified offenses is a natural outcome following the recent improvement in defensive techniques. Coaches who are *defensive minded* like nothing better than to play an opponent who adheres to one form of offensive formation and pattern. This allows the creation of an intricate defensive plan, taking into account many minute details which often are the difference between defensive success and failure. It is reasonable to assume that a diversified offense will create additional defensive problems and thereby reduce the practice time a coach may spend specializing his defense versus a certain type of offensive formation.

No matter what basic theory of offense is used when operating the conventional split T, the same theory may be used after integrating the unbalanced formation. Second, the same ideas may be used concerning line splits, numbering system, and option blocking at the critical point of attack. Third, the same offensive fundamentals and movements are used to carry out assignments for both the unbalanced and balanced formations. These similarities greatly reduce the number of problems a coach might face when he is introducing additional offensive material.

A possible disadvantage is the relative uncertainty surrounding the defensive alignment the opponents may use when confronted with the unbal-

anced formation. Also, unbalancing the line makes it necessary to move a lineman from the left to the right side of the line, and this involves a certain amount of reorientation.

Unbalancing the offensive line is accomplished easily by moving the left tackle to a position outside the right guard. This player will be known henceforth as the inside tackle. By moving the left guard, the effect of having a guard on either side of the center in case quick hitting traps are integrated into the offense is preserved.

This realignment leaves the short side with only an end and guard, and the strong side with an end, outside tackle, inside tackle, and guard (Diagram 1).

The backs arrange themselves, using the same lateral alignment as is used behind the balanced formation. The center, quarterback, and fullback are in line with each other. The left halfback lines up just shading the inside shoulder of the left offensive end. The right halfback shades the inside shoulder of the inside tackle.

As far as depth is concerned, the fullback places himself about four yards from the line of scrimmage. As a gauge of their depth, the halfbacks use the speed with which they can hit the line on a straight-ahead hand-off.

**W**ARREN GIESE had his college career interrupted by the war and while in the service he played under Jim Tatum at Jacksonville and then followed him to Oklahoma. He joined Tatum's staff at Maryland in 1948. Giese is co-author with Tatum of "Coaching Football and the T Formation," one of football's most popular books.

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The depth usually varies from three to four and one-half yards.

The offensive numbering system calls for all even numbered plays to be run to the right, and all odd numbered plays to be run to the left. The offensive holes are numbered off the offensive linemen. We may always be sure the players will line up in relatively the same position, while the defensive men frequently shift their alignment.

The second digit of each play number designates the critical point of attack. Plays containing high numbered second digits are run to the outside. As the second digits decrease in size the plays are run closer to the middle of the line. For example, 29 would be the wide play to the left, and 28 the wide play to the right. Plays ending in 0 or 1 are run to either side of the center (Diagram 2).

The split in the offensive line is very important. If the defenders choose to take the split of the offensive linemen, ready-made holes will be created in the defensive alignment. If they choose to play a relative distance from their teammates, then the split of the offensive linemen will result in blocking angles.

A simple method of line splitting may be taught by instructing the linemen to take a position one man away from the man inside them. Thus, the right guard would be one man away from the center, the inside tackle would be three men away from the center and just one man removed from the right guard. The end, although only one man from the outside tackle, would be seven full positions away from the center.

Because there may be a definite question concerning the defensive alignment of the opponents, a relatively simple system of teaching blocking assignments is necessary. The foundation to the installation of simplified blocking assignments is formed by educating the players so they refer

to the defenders in the proximity of the line of scrimmage as one, two, three, or four (Diagram 3).

All players on or in the near proximity of the line of scrimmage receive numbers, with the exception of the first man lined up over the offensive center, who is in position for the center to block. The two diagrams which follow are the defenses against which we shall set up the unbalanced offense explained in this article. Notice how the numbering system applies to them.

### Play 28

Play No. 28, shown in Diagram 4, is the option play to the right side of the line.

**Left End.** Drives inside the No. 2 man to his side of the line and blocks downfield ahead of the ball-carrier.

**Left Guard.** Drives downfield inside the No. 1 man to his side of the line and peels back on him, cutting off his pursuit of the ball-carrier.

**Center.** Blocks the man over him. If no one is lined up over his position, he drives downfield and blocks ahead of the ball-carrier.

**Right Guard.** Blocks the No. 1 man to his side of the line, attempting to cut him off from any lateral pursuit to the outside.

**Inside Tackle.** Blocks the No. 2 man to his side of the line. He should remember that the on-side halfback is faking into the line over his left foot and hence should be of considerable help in containing the opponent the inside tackle is blocking.

**Outside Tackle.** Blocks the No. 3 man to his side of the line if he is certain he can contain him. If the No. 3 man is lined up on his outside shoulder, the outside tackle signals his right end to block in on him. Then the outside tackle releases through the line for the on-side defensive halfback.

**Right End.** Releases downfield for

the on-side halfback unless he hears the outside tackle signal him to change assignments with him and to block in on the No. 3 man.

**Quarterback.** After the ball exchange with the center, the quarterback hurries down the line of scrimmage and eliminates the first man who plays him. He pitches out to the off-side halfback as the defender tackles him, or breaks up-field if the defender drifts.

**Fullback.** Drives to a point two yards in front of the defensive No. 4 man and blocks the second man who is standing. The fullback should remember that the quarterback will eliminate the first man he encounters.

**Right Halfback.** Drives into the line, faking a hand-off play. If possible, he helps the inside tackle with his block.

**Left Halfback.** Drives to his right and makes every effort to get out in front of the quarterback. He should be prepared at all times to receive a lateral. If the quarterback keeps the ball and breaks up-field, the left halfback breaks sharply so that he will be in position to receive a lateral downfield.

### Play 26

Play No. 26 is the off-tackle play to the right side of the line.

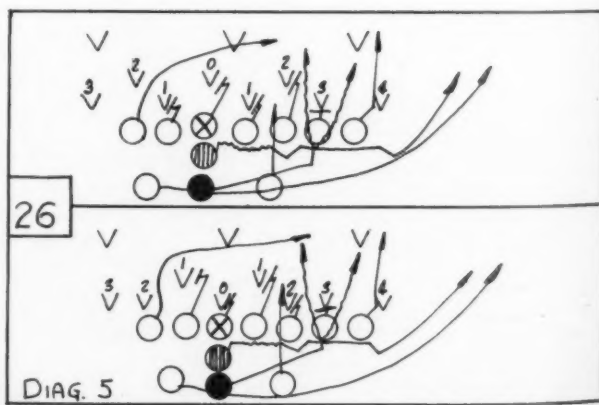
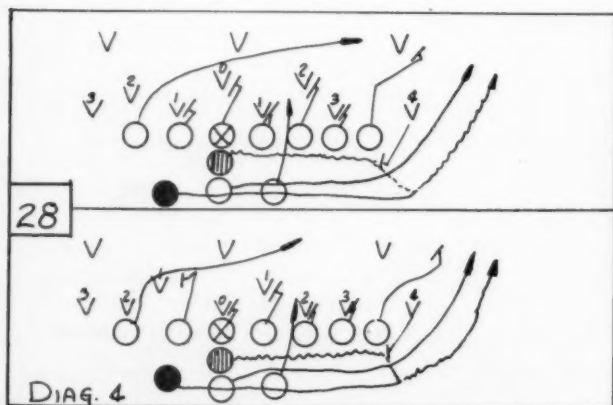
**Left End.** Drives inside the No. 2 man to his side of the line. He blocks a deep defender.

**Left Guard.** Drives inside the No. 1 man to his side of the line, peeling back and pinning him back into the line to cut off his pursuit.

**Center.** Blocks the man over him and cuts off his pursuit if possible. If no man is lined up over his position, he drives downfield and blocks ahead of the ball-carrier.

**Right Guard.** Blocks the No. 1 man to his side of the line and attempts to cut off his lateral movement toward the ball-carrier.

**Inside Tackle.** Blocks the No. 2





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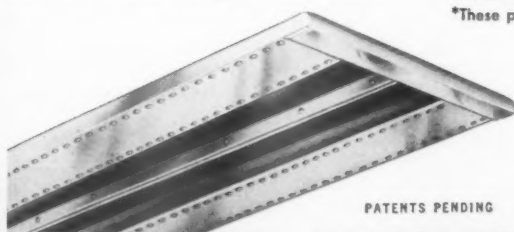
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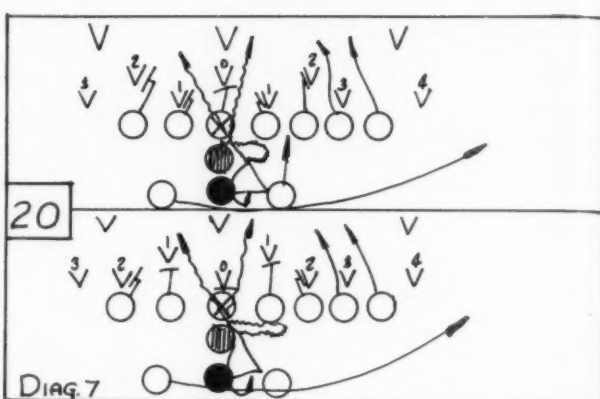
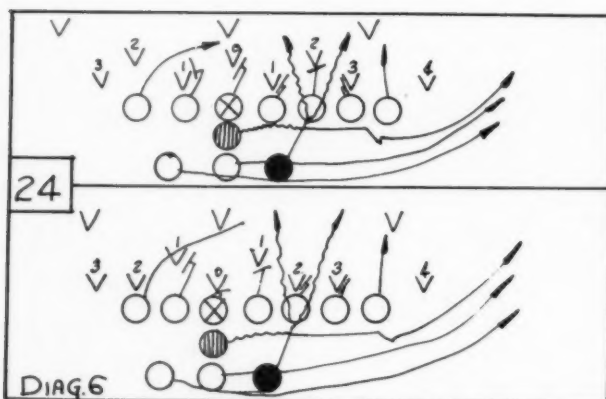
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man to his side of the line, remembering the critical point of attack is over the lineman just to his outside. He should occupy the defender, realizing he has the help of the on-side halfback who is taking over his inside foot.

**Outside Tackle.** His position is the critical point of attack. He should option block the No. 3 man to his side of the line. It is not important in which direction he blocks this man, right, left, or straight back, as long as he stays on his feet and occupies the No. 3 man. The ball-carrier will break after he receives the ball, using the outside tackle's block as a guide to chart his course.

**Right End.** Drives out at the No. 4 man. If he is pressing hard to the inside, the right end stays with him and blocks him out. If the No. 4 man drifts or crosses the line of scrimmage, the right end lets him go and hurries downfield to block ahead of the ball-carrier.

**Quarterback.** After the ball exchange with the center, the quarterback drives down the line of scrimmage, faking a hand-off to the right halfback. Then, under control, he fakes a pitch-out to the off-side halfback, taking a step away from the line of scrimmage as he executes this maneuver. Then he steps back to the line of scrimmage and places the ball in the pocket formed by the fullback. After the ball exchange, he drops straight back about six yards faking a pass.

**Fullback.** Drives at a point two yards in front of the defensive No. 4 man. When he arrives directly behind the position occupied by the outside tackle, he breaks 90 degrees toward the line of scrimmage and forms a pocket for the ball. Then he does not deviate from this 90 degree course until the ball has been received from the quarterback. The fullback observes the block of the outside tackle as a guide to where running room will be available.

**Right Halfback.** Drives into the line, faking a hand-off play. Remember, this fake is one-half of the inside tackle's block and it must be executed in a most realistic manner if success is to be expected. If the defensive No. 2 man stops the play, a poor fake has been made.

**Left Halfback.** Drives to his right and makes every effort to get out in front of the quarterback. Once around the defensive No. 4 man, he breaks sharply downfield, expecting a lateral from the fullback, if he chooses to break out toward the on-side defensive halfback after clearing the line of scrimmage.

#### Play 24

Play No. 24 is the hand-off to the right side of the line.

**Left End.** Releases inside the No. 2 man to his side of the line and blocks downfield ahead of the ball-carrier.

**Left Guard.** Drives inside the No. 1 man to his side, peeling back on him to cut off effective pursuit.

**Center.** Blocks the man lined up over his position. If there is no one over him, he hustles downfield and blocks ahead of the anticipated route of the ball-carrier.

**Right Guard.** Blocks the No. 1 man to his side of the line, remembering the critical point of attack is over the inside tackle just to his outside.

**Inside Tackle.** His position is the critical point of attack. He should option block the defensive No. 2 man, realizing the ball-carrier is instructed to break, using his block as a guide. This play depends upon the inside tackle driving across the line of scrimmage to meet his opponent, thereby allowing the ball-carrier a split-second to choose his path after receiving the ball.

**Outside Tackle.** Drives out to occupy the defensive No. 3 man, remembering the critical point of attack is over the inside tackle.

**Right End.** Releases downfield

ahead of the ball-carrier and blocks a deep defender.

**Quarterback.** After receiving the ball from the center, the quarterback slides down the line of scrimmage, giving the ball to the on-side halfback by placing it on his far hip. This exchange should be worked out so both the on-side halfback and the quarterback work at top speed. If either is forced to wait for the other, the timing is poor and the effectiveness of the play is reduced considerably.

**Fullback.** Drives to a point two yards in front of the defensive No. 4 man. Then he breaks sharply upfield, attempting to pick up the ball-carrier should the defensive secondary force him to the outside.

**Right Halfback.** Starts toward the line of scrimmage at top speed. After receiving the ball from the quarterback, he uses the inside tackle's block as a guide to where he may find running room. He should make sure he lines up at a depth which will allow him to take the hand-off while running at full speed.

**Left Halfback.** Runs the regular even numbered backfield maneuver. Once around the defensive No. 4 man, he breaks sharply downfield, expecting to be of some help to the ball-carrier. A good fake by the left halfback will help hold the on-side deep defender in place and thereby assist the right halfback should he break through the first line of defense.

#### Play 20

Play No. 20 is the counter play which starts to the right and then hits back over the offensive center.

**Left End.** Fires out and blocks the No. 2 man to his side of the line.

**Left Guard.** Drives across the line of scrimmage and blocks the No. 1 man to his side of the line. No specific direction is given to block this man to the right or left. The fake of the play, starting to the right, may

(Continued on page 50)

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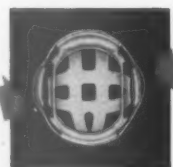
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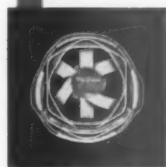
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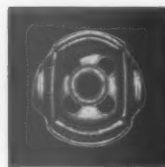
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**ATHLETIC APTITUDE ANALYSIS**

Name \_\_\_\_\_ Elem. School \_\_\_\_\_

Age \_\_\_\_\_ Ht. \_\_\_\_\_ Wt. \_\_\_\_\_

Mon. Day Yr.

*Check The Following*

	GOOD	FAIR	POOR
Competitive Attitude			
Attendance At Practice			
Baseball Ability			
Position			
Basketball Ability			
Position			
Track Ability			
Event			

F of B.H.S. Athletic Aptitude Analysis P 1 M 2-54 A.S.

Other Athletic Interests

	YES	NO
Golf		
Hockey		
Tennis		
Swimming		
Football		

Comment: \_\_\_\_\_

Coach \_\_\_\_\_

# The Athletic Aptitude Analysis Chart

By **JAMES P. JORDAN**  
Freshman Coach, Brookline, Massachusetts, High School

"**S**AY, Bob, Billy Smith signed up yesterday for the track squad. He's a sophomore, I believe. Do you know anything about his ability?"

"I know the boy, Jim, but I haven't the slightest idea about his athletic ability. He wasn't on my junior varsity football squad this past fall."

"You know, Bob, when you're working with a large squad and a newcomer appears, you want to be sure that you don't make an error in your judgment of him."

A coach may have a situation similar to ours. As a rule, we have about 100 boys out for baseball and less than three weeks to select the squad.

In cases such as those mentioned, and in many other instances, the athletic aptitude analysis chart we use could be an extremely valuable aid.

The question may be asked, and rightfully so, what is this triple "A" chart? To begin, we would like to give a little of the background leading up to the development of this chart.

About six years ago we were placed in charge of freshman sports at Brookline, Mass., High School. In this capacity we came in contact with boys in the fall in football and in the spring in baseball about whose athletic ability or background we knew very little. Since we had only a few weeks in which to select our squad and round it into shape for the opening game, we wanted to be absolutely sure that not one boy was overlooked.

Right then we decided to do something about it. The result was the triple "A" chart. From time to time, during the past five years, this chart has been revised.

At this point we would like to answer one objection that might be leveled at this chart. Some coaches may claim that by making use of a chart of this nature they could become prejudiced in their appraisal of a boy. We agree, if no other means to evaluate the ability of the boy other than the chart are used. Coaches, as a rule, form their opinion of the athletic prowess of a boy by whatever he displays in actual competition.

As a freshman high school coach we have found these charts to be extremely helpful. Undoubtedly, our situation at Brookline is comparable to that of a number of freshman and junior high school coaches. We have a large number of boys trying out for the various athletic teams with very

little, if anything, in the way of assistance in handling the squads. Therefore, use of this chart as an aid and not as an infallible measuring stick of athletic ability is the sensible and logical use that should be made of it.

Let us turn now to the composition of this triple "A" chart. To begin, we decided that a 4 x 6 inch card should be used inasmuch as this is the type of card which could easily fit into the regular filing card drawer.

Heading up the card is the title of the chart, namely, Athletic Aptitude Analysis. In a box in the upper right-hand corner is to be placed the year the boy is to graduate from high school. The information asked for under the headings: Name, School, Date of Birth, Height, and Weight, is to be filled in by the elementary school principal's office in each of the eight elementary schools in May of the year the boy will graduate. Then the cards are given to the athletic coach or physical education instructor who in turn fills in the remaining information. The coaches and instructors discuss in detail with the boys the section of the chart dealing with athletic interests. About the middle of June, when the charts have been completed, they are returned to the office of the director of athletics of the high school, and remain there until the boy is graduated from the high school.

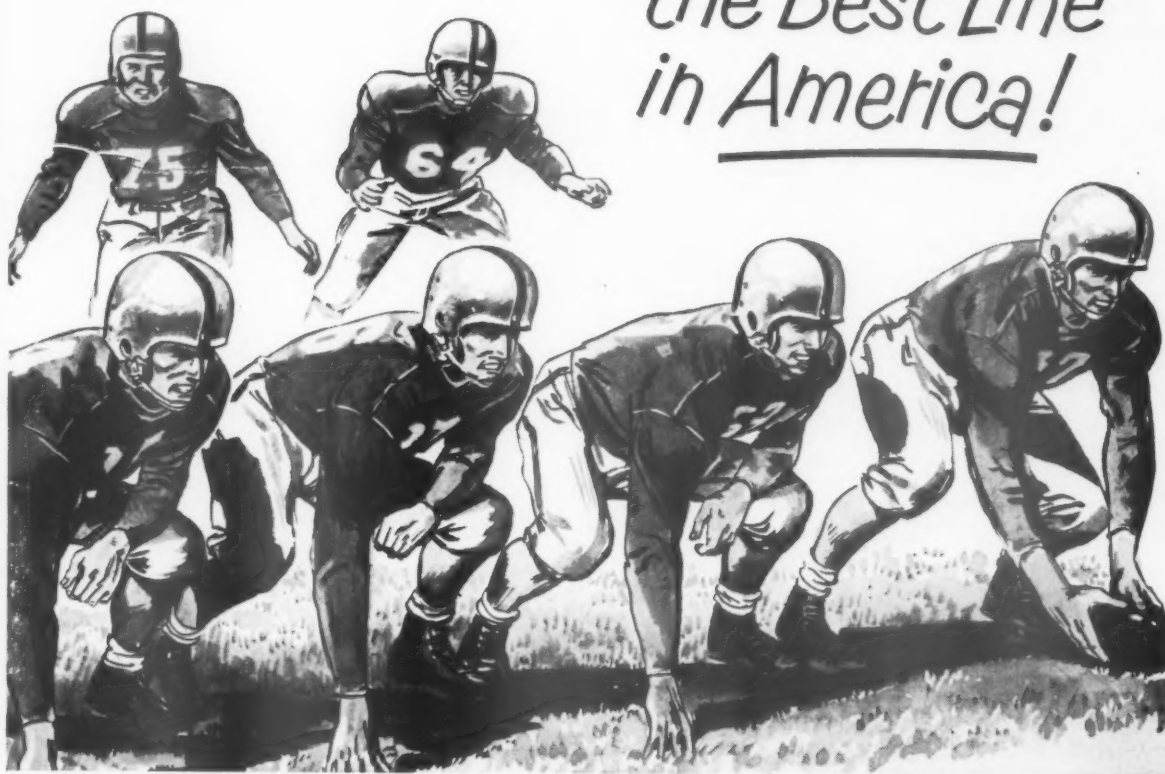
The first two topics listed in the chart are Competitive Spirit and At-

(Continued on page 41)

**J**AMES JORDAN graduated from Boston College in 1937, and has spent his entire coaching career in the town of Brookline. Until 1946 he was at St. Mary's High School where his teams won two Catholic League championships in football and baseball. Since 1946 he has handled freshman sports at Brookline High School.



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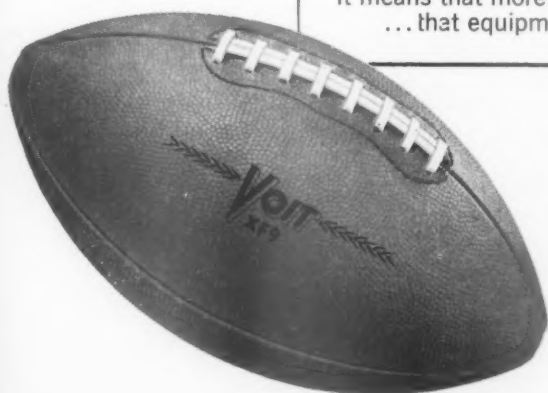
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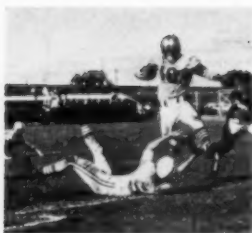


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The illustration shows a defensive man completely off his feet and out of control. The ball-carrier has made the tackler show first.

# Prescriptions for Sick Tackling

By DR. DON VELLER

Professor of Physical Education, Florida State University



A near perfect tackle is shown in this illustration. The tackler's shoulder and head are in close and the runner is being brought down hard.

*This is the first part of a two-part article. In this article the author emphasizes the technique of tackling. The second part, which will appear next month, will discuss the use of various drills as a means of perfecting good tackling techniques.*

**T**ACKLING is definitely the one phase of football which has been neglected at coaching schools and clinics. We hear lectures on different types of team offenses and defenses, how to pass, punt and block, but seldom how to tackle. Why? Can it be that everyone has taken tackling for granted? We think so.

All coaches will admit that tackling is important, but very few emphasize it sufficiently in practice. We maintain that it should be taught! A coach who has a complete team of good tacklers, without teaching or practice, is very fortunate. It is true that some boys are born tacklers, but many of them must be taught through practice. Another reason perhaps for the neglect in tackling discussion and practice is that while other phases of the game have changed, tackling has remained the same. It is natural that the coach, when planning practice and attending clinics, stresses the things that are being written and talked about most.

In our opinion, tackling can be divided into two categories — head-on and open field. Many coaches have placed tackling in the two categories, head-on and cross-body roll. The latter type will be discussed later, but now let us take up the head-on variety.

## Form for Head-On Tackling

Perhaps the following points will be considered a review for most coaches, but we would like to present our view of the proper form to be used in head-on tackling:

1. The tackler should approach the runner with eyes on his crotch strings, not on his feet or head.

2. He should keep his head up and his eyes open throughout the action.

3. His tail should be kept low and he should approach on the balls of his feet with his feet wide apart.

4. The tackler should extend his arms and hands out, gorilla fashion.

5. When making his commitment, the tackler should get close enough to the runner so he can try to stop on his feet. Tacklers will not be able to do this, but in trying they get in close.

6. The tackler should spring hard, low, and up at the runner, contacting the runner's shoulder and the side of his face against his thigh pads.

7. Immediately, and almost simultaneously with the spring, the tackler should wrap his arms violently around back of the runner's knees, squeezing them together strenuously and lifting the runner's feet off the ground.

8. During the spring and the wrapping of his arms, the tackler's feet should be churning at and under the runner.

In the illustration the tackler's head is on the wrong side, and contact is being made too far out on the shoulder. This is likely to result in both a miss and a tackle shoulder.



9. If possible, the tackler should lift the runner up.

10. The tackler should dump the runner hard on his back.

Many times, what appears to be a head-on tackle results in the semi-open field type, depending upon the runner and the situation. Of course, the tackler must be aware of this possibility and not show too soon. When in doubt, the tackler should always place his head between the runner and the goal line.

## Technique for Open Field Tackling

Practically nothing has been written about open field tackling, except perhaps the cross-body roll technique. We shall assume here that the situation is similar to the one which occurs when the ball-carrier is loose and is approaching the safety man or one of the halfbacks. The situation is a tough one for the tackler, because the ball-carrier, if he is any good, has the advantage. Some helpful hints on open field tackling are as follows:

1. A tackler should not try to save yards; he should save touchdowns. By this is meant, the tackler should not go charging in at the ball-carrier like a wild bull and out of control, as many players do.

2. The runner should be made to commit himself to one side or the other. He should not be permitted to take his choice of either side of the tackler.

3. If possible, the runner should be forced into the sideline. By all means, when the ball-carrier is in a position where he can be tackled, he should be tackled and not blocked out of bounds.

4. If the ball-carrier cannot be tackled, the tackler should maneuver and retreat until help comes.

5. If the tackler and the ball-carrier are near the middle of the field, and the tackler is unable to tackle the ball-carrier or maneuver and re-

(Continued on page 44)

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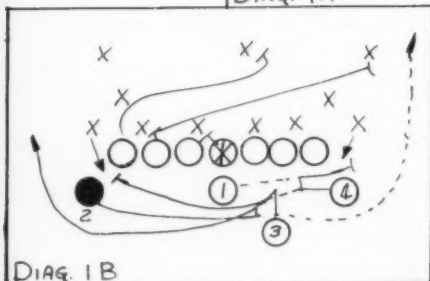
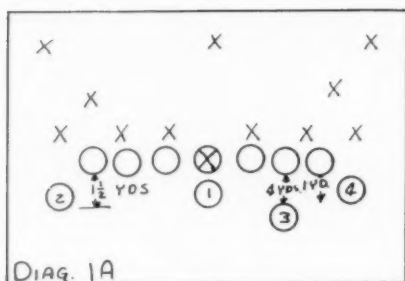
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# Double Flanker Offense



By JOHN M. AUSTIN

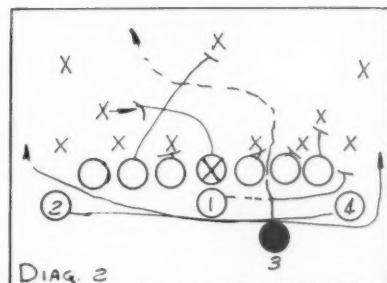
Football Coach,

Perry, New York, Central School

sure, and the faking must be very convincing. If these three qualities are achieved, we have found that the boy who ends up with the ball may be all alone and well on his way to a score.

This play starts with the quarterback executing a standard fake to the No. 3 back who drives in on a simulated quick-opener. As he reaches the exchange point, this back veers sharply to the left behind the quarterback, heads directly at the defensive end, and blocks that player in. The quarterback continues laterally down the line and hands off with his right hand to the No. 4 back who then increases his speed and in turn hands off with his left hand to the No. 2 back. Now, the ball-carrier may swing wide around his own right end and pick up his blocking.

The assignments on this play are practically identical with those for our end around play from the regular formation. Our right end takes his tackle in and must stay with him a bit longer than usual. The right tackle takes the guard in, while the center takes the other guard out. Our left tackle drives hard into the opposing tackle and holds the block four counts before heading for the defensive left halfback. The left end fakes at his backer-up and heads downfield for the safety man. Both guards pull on this play, with the near guard taking



the backer-up in. The other, or left guard, makes certain the end is taken and then heads downfield to work on the halfback with our left tackle. The quarterback must block the strong-side end in, but if he misses, we have the left guard as a safety valve. If he misses the end, the quarterback should gain control of himself and head downfield for the halfback.

By simply reversing these assignments this play can be run to the opposite side. It is well to instruct the quarterback to call this play from the middle of the field so the eventual side of attack is not given away. A short side would obviously tip off the opponents to cover the wide side. To eliminate any confusion, we call this play double reverse to the right (or left). Thus, the possibility of the guards pulling in the wrong direction or the quarterback moving down the wrong side is removed.

Diagram 2 shows how nicely the quick-opener can be run with greater deception from this formation. The blocking assignments are exactly the same for this play as they are from the standard tight T or the split T formation.

In Diagram 3 we see how a single reverse can be run. The No. 2 back uses a body fake to the right and comes back quickly to drive the end in. Now, the No. 3 back may either drive straight in as shown in Diagram 2, when he received the ball, or he may veer to his left, as shown in Diagram 1B, and head downfield as a personal interferer for the ball-carrier.

Diagram 4 shows a play, which if used sparingly or at the proper

If a high school football coach finds that he must rely on speed and deceptive ball-handling to overcome the advantage an opponent has in size, we would like to suggest the double flanker offense as a possible solution. An entire offensive pattern may be developed from the formation which is shown in Diagram 1A, but we have found that better results have been obtained when this setup is co-ordinated with the tight T or the split T formations. Our reasons for making the latter statement are twofold: First, it forces an opponent to shift his defense when confronted with different offensive formations. The possibility that a defensive error may occur during one of these shifts is good. Second, the double flanker offense was designed to loosen up the defense. If a standard T play is used before this loose defense adjusts, the results are quite often very rewarding.

In Diagram 1A we have a standard T formation. Our only adjustments have been to station the two halfbacks outside the ends. The fullback may line up in any of the three hand-off positions. Thus, we are able to run the plays which follow with exactly the same blocking assignments as are used in a normal T or split T. The quarterback sneak, the quick-opener to either side, the straight fullback plunge or veer to either side, the double hand-off, and any or all pass plays may be used.

Diagram 1B shows a play which was designed to give us the deception of the double wing coupled with the threat of the quick-opener or bread and butter play of any T formation. The ball-handling must be fast and

**R**ETURNING to Swarthmore College in 1946, after serving three years in the navy, John Austin played two years as blocking back in the single wing. He served as assistant coach at Perry before assuming the head coaching duties in 1950.



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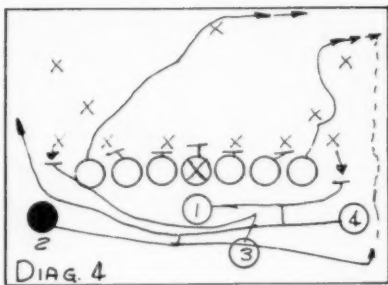
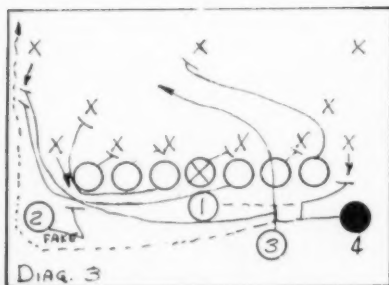


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psychological moment, may go all the way. This play has paid rich dividends many times when the defensive backfield has moved in to stop the supposedly sure run. It is a simple variation from the run since the blocking assignments are the same as on any standard pass play, and the backfield maneuvers remain exactly the same. Occasionally, to increase the deception, we hold in our right end for blocking purposes and send out only

the left end who goes down the middle as if to block the safety man and then breaks deep behind him. If an opponent is keying off the movements of an offensive right end on the double reverse run, a fine opportunity of fooling him on the pass play is afforded by making this one change. If it succeeds, the effort should be worth six points.

Diagram 5 shows how vulnerable  
(Continued on page 48)

## Clinic on Turf Problems

By **FRED V. GRAU**  
Agronomist, West Point, Pennsylvania

**I**MMEDIATE repair of worn and damaged turf helps to keep a good field in safe usable condition. Repair by seeding or by sprigging is acceptable if the field is to be closed to play for several weeks or until the new grass plants have gained sufficient stability and maturity to take the punishment of traffic. Repair by sodding or by plugging keeps the field in play and utilizes mature grass that can take traffic almost at once.

Nurseries of good sod are essential for quick repair by sodding or plugging. Very often it is difficult or impossible to maintain a sod nursery away from the field. With play on the sidelines and in the end zone at a minimum, some schools are using these areas to provide the material for the main playing area. It is a plan worthy of consideration at all schools.

The program of putting fields in condition for fall games actually should be started in the spring. During May and June, when grass grows

so fast that crews are desperate trying to keep it cut, there is a regrettable tendency to neglect the all-important features of soil management—stimulating root growth for building a sturdy cushion of turf, building reserves of fertility in the soil, and checking grass-eating insects. In talking with men like Earl Staten and Ed Daniel at Wichita Falls, Beryl Taylor at Iowa State, Bob Dunning of Tulsa, Dr. Daniel at Purdue, Professor Musser at Penn State, Dr. Alderfer at Rutgers, and many others, we reached the inescapable conclusion that it is a basic concept to relieve soil compaction constantly and to maintain an open porous soil which will be receptive to water, fertilizer, air roots, and insecticides. This, then, is soil management which is so fundamental to growing good grass. Compaction is recognized as the foe of everything that is good and its regular correction is the first and most essential step in the development of good athletic turf.

Because of spring practice we shall

not be able to seed the worn and bare areas on our fields until sometime in May. We plan to aerify and drag before seeding. What do you suggest in the way of seed? (Pennsylvania)

For the area and for the late seeding we would suggest straight Kentucky 31 fescue at the rate of four to five pounds to 1,000 square feet. It has been shown repeatedly that this grass has the best chance of developing a sod from a late spring seeding. It is well that the seeding will follow aerifying because seed of Kentucky 31 should be placed rather deep. Surface seedings seldom succeed. Usually, we would recommend mixing Kentucky bluegrass and Merion with Kentucky 31. We should rather see the bluegrass seed saved for a late summer seeding when it has a better chance to become established.

In the aerifying-dragging procedures we should like to suggest that the drag be left in the shed until after the seed has been sown. Then drag the field and the seed will have optimum coverage and protection.

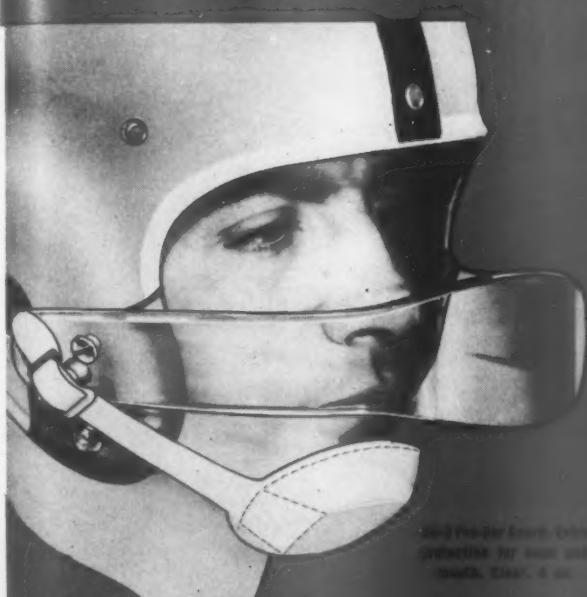
A recent soil test by the state college, through our county agent, indicates that we have a pH value of 6.8, very high phosphorus and high potash. Our field is common bermuda and we want it to be the best. What fertilizer do you suggest? (Arkansas)

The only fertilizer required all this season is nitrogen. No lime is needed, no more phosphate, and no potash at this time. We would suggest that another soil test be made this fall. It is a good practice to apply nitrogen at the rate of one pound to 1000 square feet at each application. Repeat the applications every two weeks, every three weeks, or every four weeks, depending on the response of the grass and the quality of the turf. Bermuda can utilize large quantities of nitrogen.

Is sawdust as good as peat for improving a heavy tight soil? (Alabama)

Sawdust and peat are about equal in their effect on heavy soils, with one exception. Much more nitrogen fertilizer must be used with sawdust to supply N for the microorganisms. Grass often turns yellow when sawdust is used and the saying is that "it makes the soil sour." The yellowing means that the soil organisms are taking soil nitrogen away from the grass so that they can break down the sawdust.

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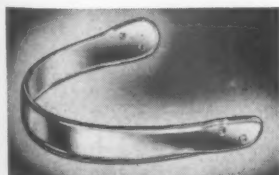


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# High School Athletic Administrative Problems

**I**N preparing this article we assumed that common athletic administrative problems occur almost daily in schools throughout the nation. Such questions as "How do the majority of schools handle this problem?" or "How much are other schools our size allowed to spend for this equipment?" must arise constantly among coaches, athletic directors, and administrators. With this in mind, an effort was made to determine these problems and the solutions to them. Personal interviews were conducted and questionnaires were sent out to determine the most frequently occurring athletic administrative problems in the states of Illinois and Wisconsin. As soon as these were tabulated, they were listed in questionnaire form. A total of 150 questionnaires were sent out to schools selected at random, with a working return of 92 per cent obtained.

Those areas presenting the most frequent athletic administrative problems were: Physical Examinations, Eligibility Procedures, Contracting for Games, Contracting for Officials, Athletic Policies and Control, Athletic Contest Management, Financial Management, Safety and Sanitation, Equipment, Athletic Banquets, and Athletic Awards. Several problems occurring less frequently, yet often enough to come under consideration, were listed as Miscellaneous.

The canvassed schools were divided up into three classes: the small schools, under 400; the medium-sized schools, 400 to 799; and the large schools, 800 and over. The paper was also set up in such a way that

a comparison could be made not only between schools of the same size and of different sizes, but also between schools of the states of Illinois and Wisconsin.

## Physical Examinations

Physical examinations, the requirement and the administration of, vary greatly between the individual states. Wisconsin has long been a leader in the field of the athletic accident benefit plan. States using such a plan require that every boy participating in athletics have an examination. Other states place the responsibility upon the individual schools. The former plan also incorporates the *parent-permission card* in that the parent must sign the designated state forms. The administration of the examination often presents a serious problem to the coach or athletic director. It was found that the most approved method was to have an *examination day*, during which one or more doctors come to the school for the required time. Who is to pay for the examination also presents a problem. It was found that 49 per cent of the schools require the athlete to pay for the examination, while 48 per cent of the schools pay for the examination; the remaining 3 per cent, split the costs between the school and the examinee.

## Eligibility Procedures

This is probably one of the most troublesome areas in existence today. Methods used in checking eligibility varied even among schools within the same conference. Fifty per cent of the schools checked their eligibility by the week; 18 per cent checked by the quarter; 15 per cent by the six-weeks method; and the remaining 13 per cent used the semester grades as their eligibility check. It was found that the most severe problems occurred in the larger schools. In the smaller schools the personal contact was much closer. Methods of checking eligibility cards varied, with the most popular method being that of each boy carrying an eligibility card every

week for each of his teachers to sign. Another method, growing in popularity, was that of posting a list of all athletes in the faculty room on Monday morning. This list was checked by the teachers, and any boy not passing or on the border-line was checked as such.

A great deal of the discussion arose over the scholastic requirements involved in the eligibility. Certainly we must maintain residence requirements and age requirements. Competition must be restricted to a set number of semesters. Boys are required by law to attend school and to carry the normal load. Since athletics are a part of the total educational program, no boy should be denied the benefits of competition because he fails to do passing work in other subject fields. On the contrary, it may be that a boy who has limited academic ability will derive more from athletic competition. Mr. Clifford Fagan, secretary of the Board of Control, Wisconsin Interscholastic Athletic Association, recommends the current rule in Wisconsin be replaced by a requirement that *any student in order to participate must be considered a good school citizen working in all areas to his capacity*. With all the unrest that prevails today, it certainly seems like a logical step.

## Contracting for Games

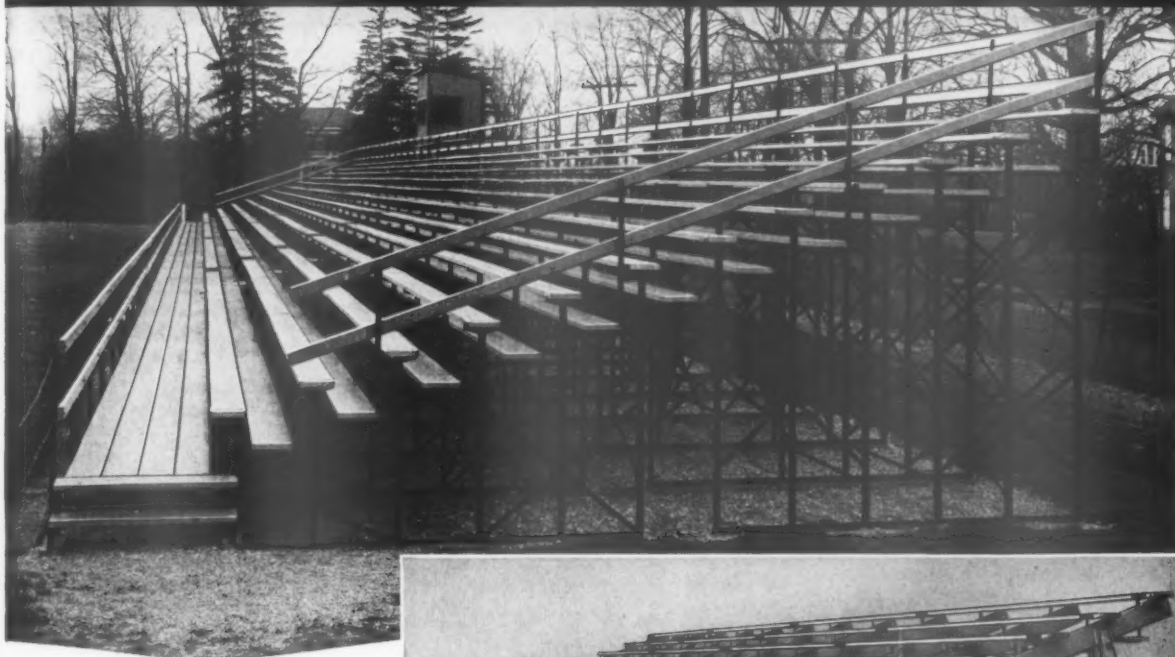
It is almost a standard procedure, 98.55 per cent, for schools to use the state association forms for this purpose. In general, the essential provisions of these association contracts are similar. In the cases where schools from different states are competing, each school usually uses its own state association form.

The *conference commissioner* type method is rapidly growing in popularity and especially so in the medium-sized and the large school classes—over 50 per cent are now using it. By using this method, a great deal of contracting work is taken off each individual school, as all conference games are contracted directly by the commissioner's office. A very popular

**O**NE of the most successful high school basketball coaches in the state of Illinois is Bob Madding. In the last three years his teams at Barrington have been powerhouses in both state and league play. Before coming to Barrington, he coached for two years at Evansville, Wisconsin, High School. Madding graduated from Wisconsin in 1950.



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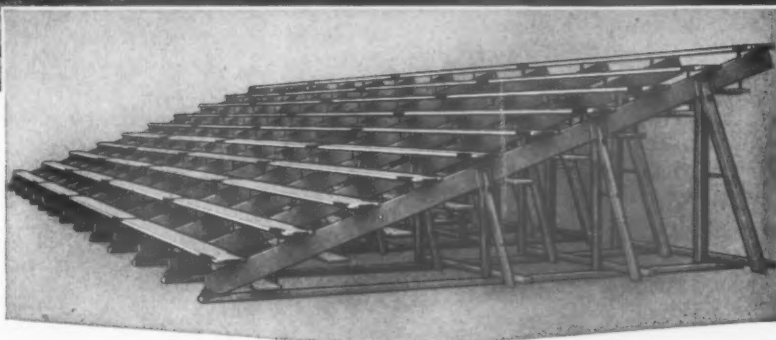


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method, especially among the smaller schools, is the *blanket contracting* procedure, in which the schedule drawn up at the conference meeting is considered to be a legal contract. Game guarantees, if any, are usually made on a flat basis, because it has been found to be extremely difficult to have financial stipulations within the written contract.

#### Contracting for Officials

Contracting for officials, like games, has seen the development and use of state association contracting forms. A school should always be certain to hire officials who are registered with the state association. In some states the use of non-registered officials automatically cancels any insurance benefits that normally would result because of an injury in that contest.

Payment of officials is usually by check, 87 per cent of the schools use this method. However, some smaller schools still pay directly out of the game's cash receipts — 11 per cent. It is highly recommended that payment to the officials be made prior to game time. Officials should be approved by the conference and/or the coaches. This system, which is expand-

ing rapidly, is now in use in over 75 per cent of the schools. The amount paid to officials varies not only between different states, but also between schools of the same conference. It was found that the average fee for football officiating in the large schools is \$19.90; in the medium-sized schools \$16.59; and in the smaller schools \$15.22. Payment for basketball officiating saw the average of the large school \$19.65; in the medium-sized schools it was \$16.70; and in smaller schools \$14.82. In the large schools average payment to baseball officials was \$8.56, while medium-sized and small schools showed \$7.92 and \$7.23.

Officials should be reminded of their assignments at least a week in advance. This is done most easily by sending a card or through a telephone call. This simple task might save the school and the athletic director both money and embarrassment.

#### Athletic Policy and Control

It was found that only 22.5 per cent of the schools are now incorporating athletic boards or councils. Investigation of the composition of these boards disclosed that almost every

school differed in the make-up of the board. Superintendents and/or principals were found to be present on 64.5 per cent of the boards. Representation of the athletic department by only the athletic director was evident in 51.6 per cent of the cases. The presence of both the athletic director and the individual coaches was 48.4 per cent. Forty-five per cent of the boards saw the student body represented. One or more academic teachers were present on 25.8 per cent of the groups. Doctors were present on 6.45 per cent of the boards. One board included the girls' physical education director.

#### Athletic Contest Procedures

Game sites should be prepared, as much as possible, by the custodians of the school. This system now prevails in only 66.6 per cent of the schools. Since the athletic program is a part of the school's physical education program, the custodian should take care of these duties. Pre-season publicity, brochures, etc., should be the duty of the athletic director. The writing up of games, if not done by the local papers, should be the respon-

(Continued on page 64)

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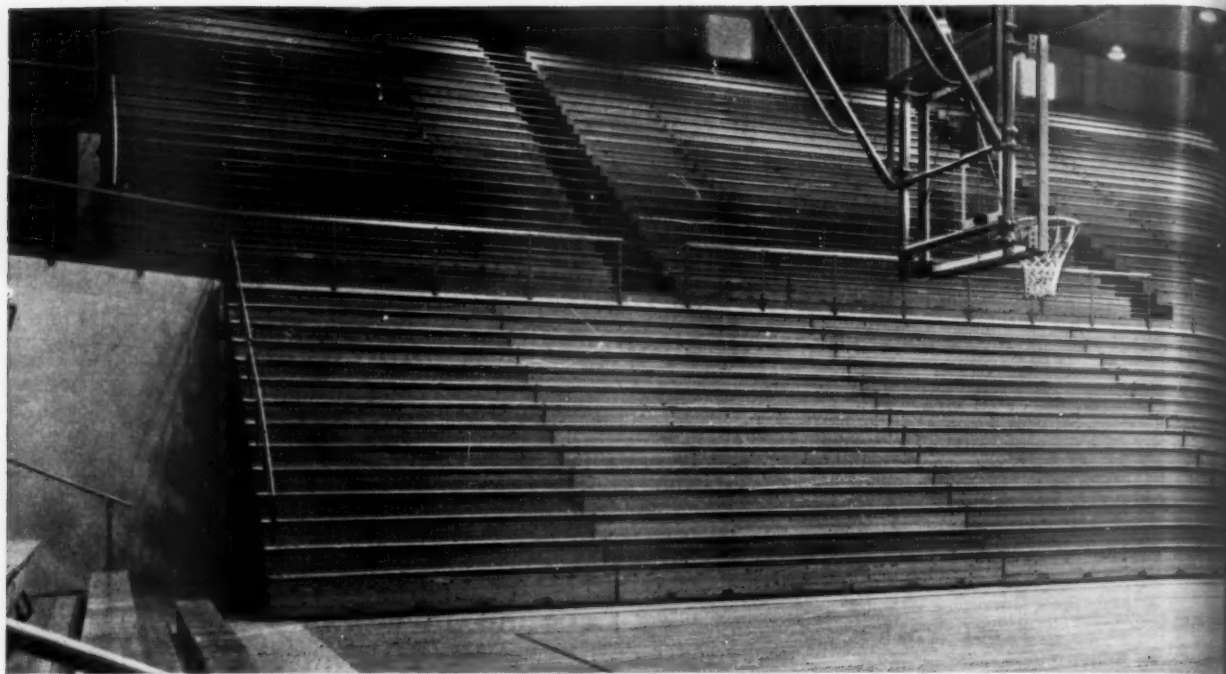
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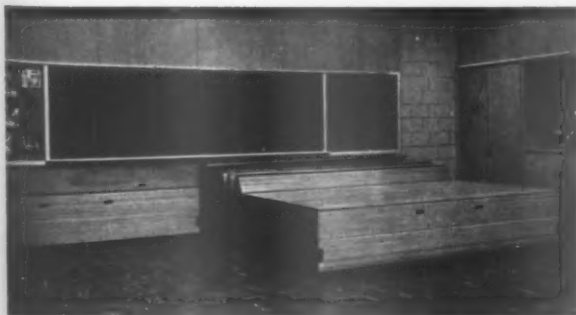
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**Physical Education for High School Students**, by Dorothy Mohr and Elmon Vernier. Published by American Association for Health, Physical Education, and Recreation, Washington 6, D. C. Four hundred and sixteen pages. Price \$3.00 (cloth bound); \$2.50 (paper bound).

This book contains a list of contributing editors which might well be considered the "Who's Who" of physical education because the names appearing are so outstanding.

The book was written for boys and girls of high school age and it contains over 250 excellently executed line drawings showing the proper techniques of sports from angling to wrestling. There is an introductory section on physical education and keeping fit. Another section deals with the dance, games, and recreation. Part 3 discusses athletics, both intramural and interscholastic, and the last part deals with physical education as a career. Since this book was intended for classroom use, discounts are available on quantity orders.

**The Organization and Administration of the High School Varsity Club**, by Sam Ketchman. Published by Athletic Enterprises, Box 511, Big Rapids, Mich., Nineteen pages. Price 60 cents.

Here is an excellent guide for the faculty advisor of a varsity club. Among the things discussed are: organizing the constitution, club membership, informal and formal initiations, suggested service and social activities, and finances. Also included are a sample constitution, a sample letter inviting the letter winners to join the club, and, finally, a suggested speech by the president welcoming the new members. This booklet is a *must* for all schools contemplating installing a varsity club. Within its pages will also be found many valuable suggestions for improving existing varsity clubs.

**Physical Education for Children**, by D. Cyril Joynson. Published by Philosophical Library, New York. Two hundred and fifteen pages. Price \$4.75.

The book is designed for teachers in primary schools. It develops modern methods of physical education and presents schemes of work and lesson material.

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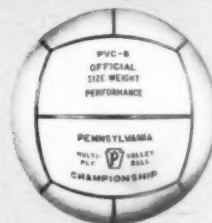
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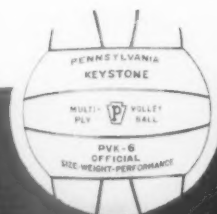
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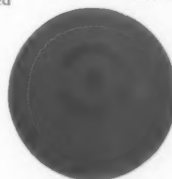
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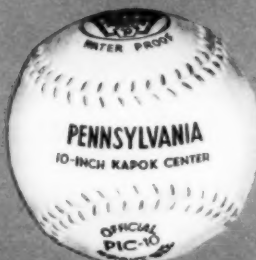
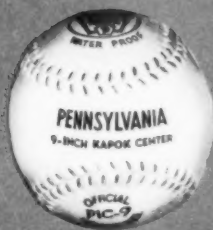
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# Analysis Chart

(Continued from page 22)

tendance at Practice. It was felt that in these topics were contained the most important qualities or attributes to be found in a potential candidate for an athletic team. Good competitive spirit and regular attendance at practice are *musts*, if a boy is to be successful in athletics, and it is in the elementary school that we first discover those qualities. The next three topics, namely, Baseball, Track, and Basketball Ability are discussed at length because in our elementary school athletic program in Brookline we have organized leagues in those sports. The final five topics, namely, Football, Hockey, Tennis, Golf, and Swimming require the coach or physical education instructor to check the preference or interest of the boy in those areas.

At this point the question may be asked, how valuable has this chart been or was it worth the time and effort expended? Our answer would be in the affirmative, if in one instance it enabled us to discover a boy who might otherwise have been lost in the shuffle, so to speak. All of us connected with sports here at Brookline could point out instance after instance during the past five years of the value of these charts.

In our position, as coach of freshman sports, they are of inestimable value. For example, in football we have a period of about four weeks in which to select, train, and field a team before our opening game. Coaches can readily appreciate that job, especially those who are in a similar position. We are dealing with boys who have never participated in the sport, boys who have to be taught how to put on a football uniform. Now, by looking over the charts the size of the boys can be checked, and from the track report something about their speed can be learned. All in all, from the report coaches can tell if the boys have an athletic background or not. The chart is by no means a deciding factor in formulating a judgment but it can be a helpful aid. In the spring we scan carefully the baseball report to find out something about the prospects that will greet us.

The various varsity coaches use this chart extensively and all are of the opinion that it is a helpful aid.

We hope this report on the Athletic Aptitude Analysis Chart will be of help. This chart can be revised and adapted to the needs of the athletic program in each area.

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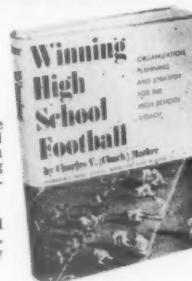
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# The Long Iron Shots

By ARNOLD PALMER

1954 National Amateur Champion

**A**LTHOUGH a golfer strives for distance with the woods, accuracy is the objective of iron shots. With few exceptions, the iron shots are expected to get him to his destination, the green, in one stroke. If he cannot reach the green with an iron, he should be using a wood.

Therefore, accuracy in distance, as well as destination, is the ultimate end of iron play. Hand control, to guide and control the club at all times, is the most important phase of the successful use of irons.

Selection of the proper iron for each job is another vital part of using the irons to the best advantage. All golfers vary, as well as all clubs, but to a lesser extent. Practice with his own set of clubs is the only way for a golfer to learn the right club to use in each instance. The best method of practice is to start at the edge of the green and practice chipping up. Then, the golfer should

work away from the green gradually. As the distance increases between the golfer and the green, he will have occasion to become thoroughly acquainted with his hitting capacity with each club.

Correct procedure in gripping the club calls for placing the handle diagonally across the fingers and palm of the left hand, with the thumb down and pointing to the right. The golfer's right hand is placed so that the club is grasped more in his fingers. Thus, his left thumb will fit right into the pocket formed by closing his right thumb down to the palm of that hand.

The stance for longer iron shots is approximately the same as for wood play, except that the golfer stands slightly closer to the ball to account for the shorter shaft and more upright angle of the iron. However, as the irons increase in number, the ball should move back from the gen-

eral driving position of being played off the right heel. Also, while a closed stance is employed with woods and long irons, shorter irons require an open stance. That is, the golfer's right foot should be an inch or so ahead of his left foot, while his left foot is turned out towards the hole to some extent.

Balance is another important feature of good iron play. A slight flexing of the knees helps to maintain balance. It is important for the golfer to bend from his knees instead of his waist, because he is likely to throw his weight forward too much. His head should be kept still, as if his arms and the club were swinging from it like a pendulum.

There is nothing peculiar about the swing of an iron that is absent from other strokes in golf. Of course, the ability to relax and not hurry the shot are of the utmost importance. The club should be swung, not lifted,





back slowly to a horizontal position over the golfer's shoulders. He should keep his left arm straight at all times. As the club is brought back, his body pivots to the right until at the top of the backswing, his hips are turned away from the ball. The golfer should hesitate before beginning the downswing.

On the downswing, as through the entire stroke, he should move slowly and deliberately in order to develop rhythm and timing. It is important

that the golfer start down slowly and pick up his power when he starts to uncock his wrists about half-way down. This is where the hand control comes in. The golfer should keep moving his hands in the regular arc of his swing, but at the same time, break his wrists to apply force to the shot. This uncocking motion must take place at just the correct time or the golfer will either scoop the ball or hit down on it.

At the moment of impact, his hips

are square to the ball, while on the follow-through, his hips are turned away from the ball's line of flight. The golfer should guard against swaying with the stroke by bracing his right leg on the backswing and his left leg on the downswing and follow-through.

*Arnold Palmer is a member of the Wilson Advisory Staff and these pictures are reproduced through the courtesy of Wilson Sporting Goods Co.*



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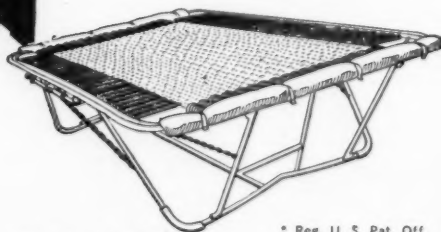
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## Sick Tackling

(Continued from page 24)

treat until help appears, the tackler should do as follows: First, he should make the runner go to a particular side. Then he should let the runner get at least even with him. Since the runner can no longer go back to the tackler's right (in this case) without running into him, the tackler can now go after him recklessly, remembering to keep his head between the ball-carrier and the goal line.

This last technique worked very successfully for us in our playing days. Of course, it is assumed that the two players are of nearly equal speed. Otherwise, a fast back, if allowed to get even with a slow defensive man, would be *long gone*.

Now, let us talk a little about the cross-body roll technique of tackling. This method is recommended and practiced by many. For those who may not be clear on the subject, the cross-body roll tackling technique is the one where the tackler comes at the ball-carrier from an angle and is supposed to hit the man with his shoulder, then roll across, and turn underneath him. If a tackle of this type has ever been done, it very likely was an accident.

When the good tackler has a ball-carrier at such an angle he punishes him, but not by rolling underneath him. The good tackler makes the runner look like a bowling pin hit square in the middle.

True, there is more than one way to do almost everything, but we think the roll method of tackling is, to use a wornout cliché, *strictly for the birds*. In our early coaching career we taught and drilled our boys in this method. Invariably they started rolling too soon and failed to get a good, solid, lick with the shoulder. The rolling advice took the emphasis away from the most important item. That is, when a tackler gets a ball-carrier at an angle he should blast him hard with his shoulder, followed by leg drive. As far as position is concerned, the tackler must remember to keep his head between the ball-carrier and the goal line. Let the bodies fall as they will.

### Some Principles of Tackling

1. Tackling is the best prognosticator of football ability.

It is our belief that the coach who wants to select the boys who really like the game and who will play it

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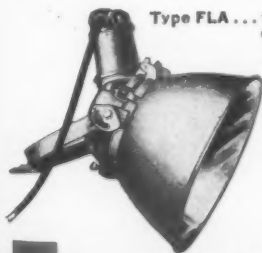
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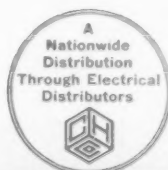
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best, will save considerable time by the early exposure of his proteges to head-on tackling drills. We have seen many boys who filled out their uniforms well and who looked flashy in dummy scrimmage, but who later turned out to be *gun shy*. Many hours have been wasted teaching techniques to *fancy* boys who, frankly, just did not take to body contact. A tackling drill is the best method to use in order to find out in a hurry.

Tackling is also a good measuring stick for co-ordination. The good tackler, especially in the open field, is almost sure to have excellent co-ordination. Since co-ordination is necessary in football, it is a good idea for the coach to learn as soon as possible which boys have it and which do not. Tackling practice is one of the answers.

2. Desire is the most important requisite for good tackling.

Funk and Wagnalls dictionary says that tackling is *to attack with the purpose of mastery*. We can think of no more fitting description because the good tackler will always have the desire to master. True, occasionally we find a boy who has tremendous desire but who does not seem to be able to tackle well. Usually, this boy is a little overzealous and thus develops bad habits, such as leaving his feet too soon or over-shooting. Generally, however, a boy who has the desire to tackle and play hard football will tackle well.

3. The best barometer of a team's morale is its tackling effectiveness.

Show us a team of vicious tacklers and we will show you a group with good morale. Incidentally, the only losing team we ever coached was the worst tackling team we ever had. We have observed the same thing many times in other teams.

4. Tackling improves after tackling practice.

Or perhaps it might better be said that the surest way to learn to tackle is to practice tackling. We are certain that the tackling of our entire squad improved during and after every special tackling drill. Part of the improvement, of course, can be attributed to improvement of skills by executing the fundamentals while under close observation. However, it goes farther than that. We believe that a special tackling drill has a psychological effect. It points up to the squad the importance of tackling. It further acts to stimulate the poor tackler who has failed in front of his squad members. And, it will also further stimulate the successful tackler, who, if he is normal, will wish to continue to receive the praise of his

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5. Good tackling is contagious. When one candidate improves and is successful, the others will want to do the same, and so on.

6. Too much tackling is likely to dull the desire to tackle.

This statement might also be altered by substituting for tackling the word blocking or scrimmage or many other things, even on or off the football field. We know of one coach who often took his boys out to the practice field after a game and had them practice tackling. He continued to have a team of poor tacklers. Therefore, tackling drills, as well as other contact work, can be overdone.

7. A boy tackles better when he actually wants to punish his opponent by violently flopping him on his posterior.

We often advised that a ball-carrier should be dumped so hard his nose will bleed. This sounds rough, does it not? Tackling is rough business and cannot be carried on any other way. We do not want to give the impression that we like dirty play; we abhor that kind of football. But it is a contact game that can and should be played rough, yet clean. Football is one of the few schoolboy sports which will allow a young man to give vent to his *killer* instinct within the rules. Tackling affords the largest outlet for that natural urge.

8. Tackling is the one phase of football in which all eleven boys can

participate (except two platoon) on an equal basis.

The morale of a lineman, especially a frustrated back, can often be saved by reminding him that, even though he may not experience the fun and glory of carrying the ball, he is still on an equal footing with the backs when it comes to tackling.

9. Defensively, a team is no better than its tackling.

It may make very little difference how many hours the coach stays up working out brilliant defenses for the next opponent. If he gets his players at the right places at the right time and they cannot tackle, his carefully planned defenses will look very poor.

10. A good shoulder blocker will be a successful tackler.

This is another important argument for stressing shoulder blocking more than the other types. The same technique is used, with the exception of the use of the arms and hands. This is one of the reasons we have been a strong advocate of the shoulder block, even downfield. If the technique is about the same, then why not kill two birds?

11. Tackling can be a frequent source of injuries.

This injury bugaboo is apparently one of the reasons for the neglect in scheduling tackling practice sessions. Special precautionary measures must be taken. Therefore, some safety suggestions will be included in the second part of this article.

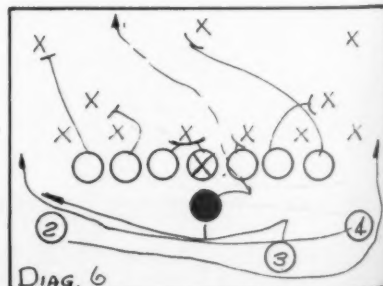
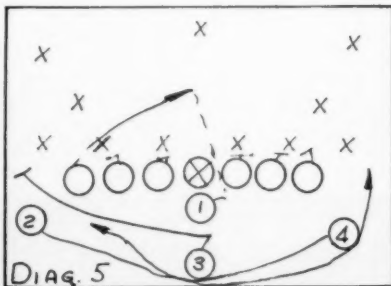
## Double Flanker Offense

(Continued from page 28)

a 6-2-3 defense is when the quarterback elects to throw a quick pass to either end. The linebackers are forced to watch the maneuvers of the halfbacks. Even though they may only glance at the halfbacks, generally the pause is long enough to spring the end into the clear in the center. The next occasion for a quick pass may find the opposite end taking a tower pass and laterally quickly to the No. 4 back who has broken to the out-

side. An overeager defense can give away a score at this point very easily.

A simple, yet very effective play in football, is shown in Diagram 6. It is the quarterback sneak and can be run from either the tight or split line. We like to use the split line for this play because it affords further opportunity for the ball-carrier to break into the secondary. This play will tend to keep the guards honest and should be a good gainer even if they remain so.



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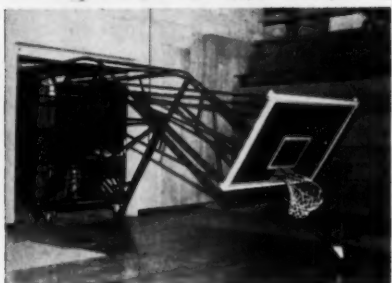
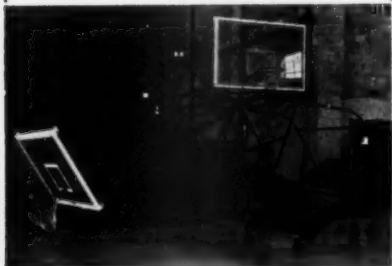
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These are some of the reasons for and the uses of this offensive pattern. We have found that if our opponent stops plays from this series, he is probably ripe for certain plays from our conventional T formations. It is our feeling that the use of this system in conjunction with our other systems keeps the opposition off balance and constantly under the pressure of knowing they are against a formation designed primarily to spring the runner away for the long gain. This psychological factor is becoming more and more significant in modern sports and it is well for the coach to realize the benefits he may derive from the proper handling of it.

Occasionally, a further variation is added to our offense by coming out of the huddle in a normal T and then either running directly from it or shifting into the double flanker. Used intelligently, this formation can give a team an offensive punch which keeps the opponents on edge and usually slightly uncomfortable on defense. The quarterback should be taught to mix the double flanker plays in with his regular series and call them when the occasion warrants.

## Unbalanced Split T

(Continued from page 20)

cause the No. 1 man to make his initial movement in that direction. If this happens, the left guard makes an extra effort to drive him beyond the hole.

**Center.** Option blocks the man in the line-up over him. The fullback is instructed to break, using the center's block as a guide, once he receives the ball from the quarterback. It is important that the center keep his feet while blocking his opponent so that he does not become an obstacle in the hole in addition to the defender who must be avoided at the critical point of attack.

**Right Guard.** Blocks the No. 1 man to his side of the line. The fake of the play, starting to the right, should set up the No. 1 man and make him an easy block. The right guard should remember that the on-side halfback is faking at his outside leg and will help him finish off the opponent.

**Inside Tackle.** Releases inside the No. 2 man and peels back on him, cutting off his pursuit toward the play.

**Outside Tackle.** Drives inside the No. 3 man and blocks downfield ahead of the ball-carrier.

**Right End.** Drives inside the No. 4 man and blocks a deep defender.

**Quarterback.** After receiving the ball from the center, the quarterback fakes a hand-off to the right halfback who is driving into the line over the right foot of the right guard. Then he pivots back, facing away from the line of scrimmage and hands the ball to the fullback. The hand-off should be made on the line of scrimmage. Thus, the quarterback will have enough time to make a realistic fake to the on-side halfback. After giving the ball to the fullback, the quarterback fakes a pass.

**Fullback.** Takes a step with his right foot just as he would do on any other even numbered play. Using this foot as an anchor, he drives back toward the line of scrimmage, aiming for the position at which the center originally lined up. The quarterback expects to receive the ball on the line of scrimmage, not before. Then he breaks, using the center's block as a guide.

**Right Halfback.** Fakes a hand-off play but hits in over the right guard's outside foot. The success of a counter play depends upon how well everyone fakes to draw the opponents out of position.

**Left Halfback.** Starts to his right, making every effort to present the same picture he would on any other even numbered play.

### Play 21

Play No. 21 is the counter which starts to the left and then hits back over the center's position.

All line blocking assignments are the same as for Play 20 with the exception of the left guard's. He receives help from the on-side halfback who is faking into the line just off the left guard's outside foot.

All backfield assignments are the same as outlined for Play 20 except that the odd numbered backfield maneuver is used.

### Play 29

Play No. 29 is the option play to the short side of the line.

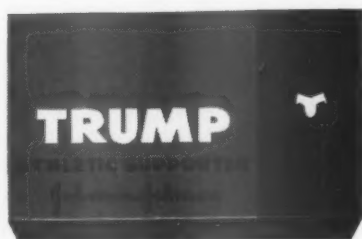
**Left End.** He has an optional assignment either to block the No. 2 man to his side of the line, or to go downfield and block ahead of the ball-carrier. The assignment he undertakes is determined by the position taken by the No. 2 man. If the No. 2 man lines up, or makes his first movement to a position where the left end is reasonably sure he can contain him, then he blocks him. Should the defender not be in a containing position, then the left end releases inside him and blocks ahead of the ball-carrier.





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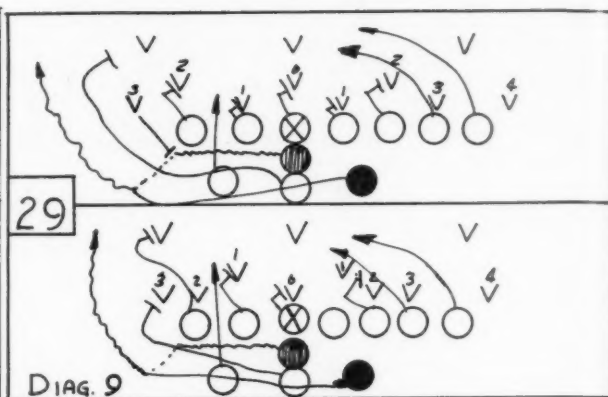
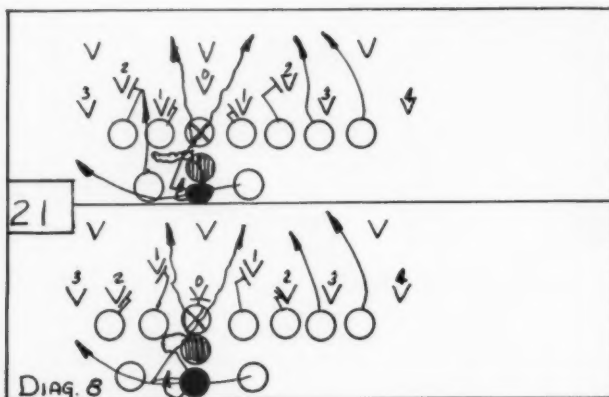


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rier downfield. The left end should be aware of the fact that the on-side halfback is faking into the line and will help him finish off the No. 2 man should he undertake to block him.

**Left Guard.** Blocks the No. 1 man to his side of the line, trying to cut off his outside pursuit.

**Center.** Blocks the man lined up over him. If there is no man over him, the center releases downfield shallow and blocks ahead of the ball-carrier.

**Right Guard.** Releases inside the No. 1 man to his side of the line and peels back on him to cut off his pursuit toward the play.

**Inside Tackle.** Drives inside the No. 2 man. If the No. 2 man crosses the line of scrimmage, the inside tackle continues downfield and blocks ahead of the ball-carrier. If the No. 2 man begins a pursuit pattern on his side of the line of scrimmage, the inside tackle peels back, cutting off his pursuit.

**Outside Tackle.** Releases inside

the No. 3 man to his side of the line and blocks downfield ahead of the ball-carrier. If the outside tackle notices that the No. 3 man has been involved in a similar play, he peels back on him as soon as he has position.

**Right End.** Releases inside the No. 4 man to his side of the line. He should not pass up any player in an opposite colored jersey on his way downfield for he is an extra blocker on this play.

**Quarterback.** Moves slowly down the line of scrimmage prepared to

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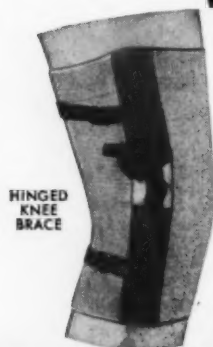
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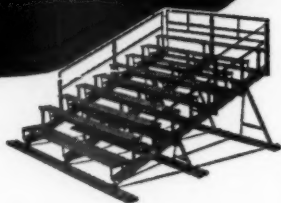
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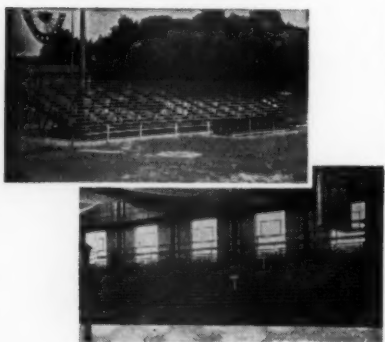


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lateral to the off-side halfback an instant before he is tackled by a defender. He should expect either the defensive No. 2 or No. 3 man to play him, depending upon the blocking choice of the offensive left end. The quarterback's rule is to eliminate or break inside the first defender who is not blocked by an offensive line-man.

**Fullback.** Aims at a point one yard in front of the defensive No. 3 man. His blocking assignment is the second defender who is not blocked. The quarterback eliminates the first defender and the fullback blocks the second, either in or out.

**Right Halfback.** Drives to his left with all possible speed, trying to get ahead of the quarterback who is moving slowly down the line of scrimmage. If the quarterback eliminates a defender on the line of scrimmage and laterals to him, the right halfback uses the fullback's block to determine his running direction. If the quarterback keeps the ball, breaking back inside the man playing him, the right halfback hurries downfield, expecting a lateral if the quarterback breaks to the outside.

**Left Halfback.** Fakes a hand-off into the line, aiming at the inside foot of the offensive left end. If the left end blocks the No. 2 man to his side of the line, then the left halfback must help him complete his block. If the left end releases downfield and does not block the No. 2 man, the left halfback must veer sharply to the inside, making sure not to touch the defender who will now be eliminated by the quarterback.

### Play 49

Play No. 49 (Diagram 10) is the fast sweep to the short side of the line.

**Left End.** He must definitely block the No. 2 man to his side of the line. Since there is no ball-handling on the line of scrimmage, and no option as to whether the play will be run in-

side or outside, he should make every effort to hook and contain the No. 2 defender.

**Left Guard.** Blocks the No. 2 man to his side of the line.

**Center.** Cuts off the defender lined up over him. If no defender lines up over the center, he releases downfield and blocks ahead of the ball-carrier.

**Right Guard.** Releases inside the No. 1 man to his side of the line of scrimmage and peels back on him to cut off his pursuit.

**Inside Tackle.** Releases inside the No. 2 man, peels back, and cuts off his pursuit if possible.

**Outside Tackle.** Drives inside the No. 3 man and blocks downfield ahead of the ball-carrier.

**Right End.** Drives inside the No. 4 man and goes downfield to block a deep defender.

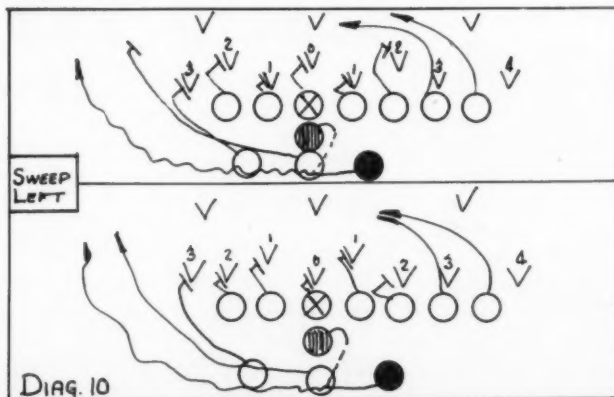
**Quarterback.** Spins away from the direction of the play, and tosses a short lateral to the right halfback. Then he follows the play around from the rear and is prepared for any eventuality.

**Left Halfback.** Drives directly at the defensive No. 3 man, taking him in. There is no choice on this play.

**Fullback.** Drives to his left, blocking the first defender who arrives in the path of the ball-carrier.

**Right Halfback.** Runs with all possible speed to his left, receiving a lateral from the quarterback as soon as he pivots away from the center. Everyone is trying to block his opponent in, so the right halfback should head for the outside and turn on the steam.

There are many other offensive possibilities which make use of split T principles from an unbalanced line. These plays were chosen because of their similarity to basic split T plays which are run from a balanced line. Perhaps the trend toward more diversified offenses will cause a greater number of coaches to experiment with the unbalanced split T and to explore its potentialities.



DIAG. 10



# Music as a Stimulus to Athletics

By BOB TROPPMANN

Football Coach, Sir Francis Drake High School, San Anselmo, California

**M**USIC, if used properly, can be a great stimulus to the emotional reactions of a team. This article will deal with the music in the locker room. At San Francisco College, we feel one way was found to keep a team emotionally ready at all times and our observations may help others.

We had a record player with a sound system installed in the equipment man's room. A central spot where one person has full control and handles all of the records is ideal.

After various tests, we found that the best reaction was obtained when the music was started as soon as the first man reported for taping or to get dressed, and played until all of the men were on the field. After practice, the music continued until the last man was out of the dressing room.

The coach must decide what he wants to achieve with the music. Does he wish to excite the men, calm their nerves, put them in an aggressive mood, or anger them?

When the boys report for practice each day they are thinking about a hundred different things — their best girl, an examination they have just taken, a new car—anything but football. We kept the music at a fairly slow tempo during the first part of the dressing period, using currently popular dance tunes. As the men dressed, the tempo was picked up by switching to a march or a familiar college song. The type of work to follow at practice had a definite bearing on the music played beforehand. If the practice was to start rather slowly with demonstrations and talks, the music remained fairly light until the men were on the field. If it was to be a rugged day at practice or a scrimmage was planned, the tempo of the music was increased with marches so that the men were emotionally keyed-up when they stepped out onto the field.

The day of the week also had a bearing on the type of music used. On Monday after a tough game, the music was light because the men were tired and bruised. As the week moved on to game time, the tempo was picked up to coincide with the tempo of the practice sessions.

After practice, the music played an all-important part. That was the

time to play music with words — any kind of music which was catchy and easy to pick up. Songs that the team will join in and sing in the shower were used. The men would then leave the locker room in a good frame of mind and be completely relaxed. It was found that music after practice tended to cut down bickering by loosening tensions.

There are a few problems which the coach must watch for. Is the period of time the music is played before practice long enough to create the effect that is desired on a given day? If the music is effective, will its absence before a game cause a let-down? On trips, it may be impossible to take a record player along. Will it seem artificial and obvious to the team that the coach is using the music as a method to stimulate and thus lose its effectiveness?

It was found that by playing music each and every time the men entered the locker room, they subconsciously felt it was an integral part of preparing for practice. This was clearly demonstrated when the music was stopped purposely on a given day. The locker room seemed cold and the members of the team definitely said they missed the music.

When the season is over and the men hear a song that was played over and over again in the locker room, it brings back nostalgic memories. It is the same type of memory that comes from the odor of a dressing room, and the smell of pads and helmets.

Music in the locker room tends to have much the same effect that a yell from the cheering section or a song played by the band after a touchdown has. It is an aid to the coach in spotting the boys who have strong emotional feelings. Personally, we like players on our team who would *die for dear old Rutgers* rather than cynical boys who think all of the *rah, rah* that goes with football is silly.

It might be found that music would have little effect as a stimulus at a school steeped in tradition where the boys are eager for a chance to participate. But for the many situations which need all the help they can get, music gives an ideal boost.

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**B**OB TROPPMANN played at Redlands and San Francisco State, graduating from the latter. He coached for five years at Richmond, California, High School and then was line coach on the staff at his alma mater. Troppmann went to San Anselmo this past fall.

ern factories, super markets, etc. The purpose of the stimulus varies with that of a football team, but the desired effect in both cases is obtained through the tempo of the music.

We used music at San Francisco during practice sessions and before games, and felt it helped us to become better coaches in that we had teams with good morale and the boys enjoyed playing the game. We have had all types of boys play for us and have found that music is a great leader of men.

**Backfield Play**

(Continued from page 15)

shoulder and makes a good fake around the defensive end's outside. The wingback, after taking the forward hand-off from the tailback, runs parallel to the line of scrimmage and cuts off his left foot through the weak-side off-tackle hole. As soon as he clears, he cuts toward the outside, picking up the blocking back for interference. The strong-side end is up the gap in front of him. On this play, the blocking back and strong-side guard work as a team. They pair as a team on the weak-side defensive end. The blocking back fakes a shoulder block and peels around the pile to pick up the wingback. Then the strong-side guard blocks the weak-side defensive end out with a shoulder and reverse pivot block (Series M).

In our indirect series, we feel that we have a change of pace. By having our blocking back, who stays under the center at all times, take a direct hand-off from center, we have a wing T. In addition to permitting our blocking back to throw quite a bit from this series, we have dives, pitch-outs, counters, and, best of all, a good draw play.

In the fullback spin series and the fake pass series, where the tailback is doing the passing, we fake pass and run, or trap considerably.

It is our feeling that with these four series of plays our offense is well-balanced and our players will be able to handle any defense they may encounter.



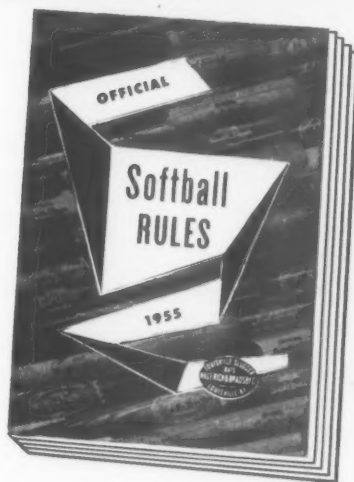
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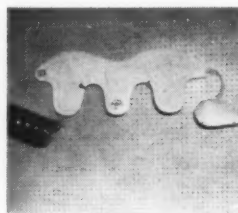
For further information see Service Coupon, page 76

**T**HIS is a portable whirlpool device which weighs only 25 pounds. It can be used on trips or injured players can take the machine home for treatment in their own bathtubs. It has an output of 45 gallons of water per minute, making it one of the most powerful whirlpool units on the market. A hose attachment permits the water's force to be played directly on the chest or back. Jacuzzi Bros., Inc., 1440 San Pablo Ave., Berkeley 2, Calif.



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## Line Play

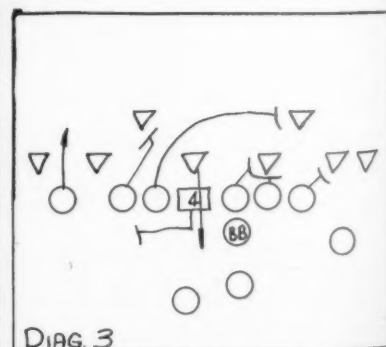
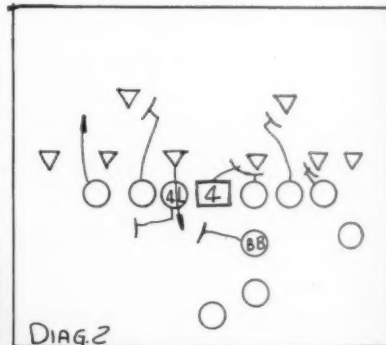
(Continued from page 13)

The quarterback is instructed to call either a 4L or 4R play in the huddle, which immediately tells our linemen that it is a trap, and the guard we intend to trap. L means we are trapping the left guard and R means we are trapping the right guard. As far as the line is concerned, it does not matter if the quarterback calls 84L, 64L, 84R or 64R, the assignments in the line remain the same. On all 4L traps we will block in the following manner against a defense where they have a man over the 4L hole (Diagram 2).

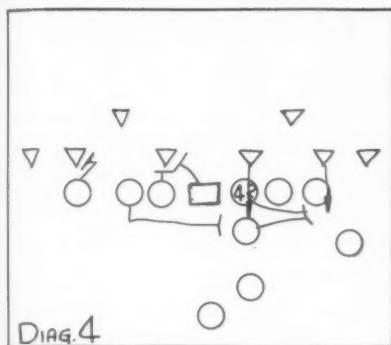
If the quarterback comes out of the huddle and finds there is no man over the 4L hole, he will make an adjustment by saying *Down L* which changes the play to a 4 hole trap. On all 4 hole traps, we will block as shown in Diagram 3.

The same thing applies when we decide to block the right guard. If the quarterback calls a 4R trap, we will block as shown in Diagram 4. It does not matter if it is 84R or 64R, the line blocks the same.

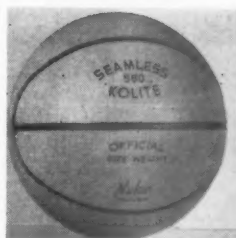
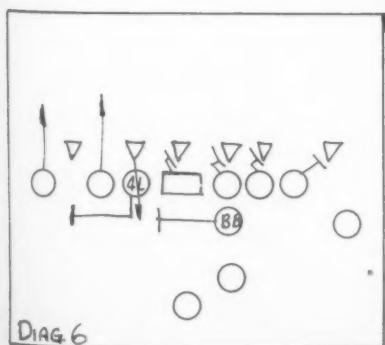
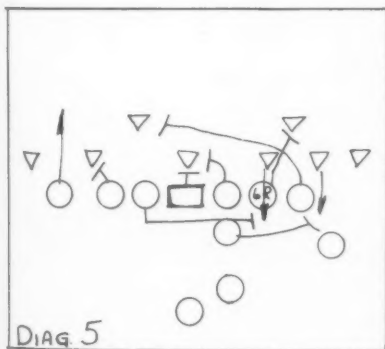
If the quarterback comes out of the huddle and finds there is no man over the 4R hole, he will make the adjustment by saying *Up 2* which changes the play to a 6R trap. On all 6R traps we will block as shown in Diagram 5.





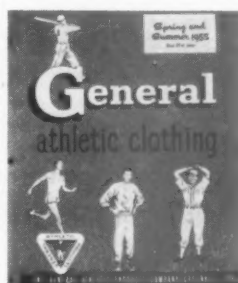


With these four basic traps, adjustments can be made to any loaded line we encounter. The worst possible situation is to have a man on the nose of each one of these offensive men because it gives us a choice of two left guards to trap and two right guards to trap. The quarterback, not knowing this in the huddle, will call his trap and then must decide at the line of scrimmage whom he wants to trap. If he calls a 4L trap, our line knows that the guard on the left guard's nose is to be trapped; if he says *Down L*, they know they are to trap the guard on the center's nose. If the quarterback calls a 4R trap, they trap the guard on the right guard's nose; if he calls *Up 2*, they know they are to trap the guard on the right tackle's nose. Diagrams 6, 7, 8, and 9 show how we would block in these four loaded line situations.



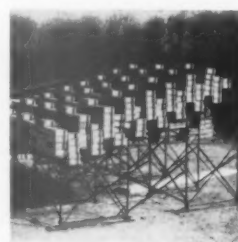
**N**EW improvements have been incorporated in the new line of "Kolite" athletic balls. The ball has a new flat top plateaued pebbling for positive finger tip handling. Also highlighting the new outer cover is wider grooving with the identification molded into the cover. The balls are wound with over a mile of specially processed DuPont Nylon. The bladder is made of "Butyl" rubber which practically eliminates the need for reinflation. They also have the all-rubber "Kantleek" valve. Seamless Rubber Co., New Haven 3, Conn.

**"HYDROTOX"** is an improved, interrelated formulation of proven ingredients for the treatment of athlete's foot. It is available in both a greaseless ointment and in dry spray powder form. "Hydrotax" not only destroys the fungus growth on the skin and helps to relieve itching, but it gently peels off diseased skin and then arrests the growth of any secondary bacteria which may cause infection. Even the most stubborn cases of athlete's foot have been entirely cleared up with "Hydrotax." Zotox Pharmacal Co., Stamford, Conn.



**T**HE new 16-page spring and summer 1955 catalog illustrates and describes the General Athletic Products Company's complete line of baseball, softball, track, tennis, and gym clothing. Featured is the new travel coat with which many schools that are public relations minded are outfitting their teams for appearances away from home. Also featured are 11 different models of award jackets. Copies of the catalog are available by checking the service coupon or writing General Athletic Products Co., Greenville, Ohio.

**P**ICTURED here is a load test of the new Sico Model 2600 Bleacher. It was found to be double the National Fire Underwriters' requirements. The bleachers are made of tubular steel employing a scaffolding design. The tubular design makes these bleachers extremely portable because of their light weight. These stands are built with welded frames which are interlocked by a built-in coupling device. They are assembled without nuts or bolts through use of the patented "Speedlock." Sico Grandstands, 3565 Wooddale Ave., Minneapolis 16, Minn.



**T**HESE sleds were developed after 27 years of experience. The springs can be adjusted to any tension. Not shown are the vinyl pads with metal grommets for spring latch. The coach may stand on the platform or sand bags may be used for weight. Priced at only \$210.00, this sled can be assembled with only twelve bolts. Dewey Brown, Box 68, Thrall, Texas.

**M**ODEL No. 2464 is a brand-new leather sleeve award jacket. It comes with cream color steerhide sleeves and choice of wool body colors. It features a shoulder patch which gives a raglan-sleeve appearance. The jacket also comes without the patch in the set-in sleeve style. The sleeves are rayon-lined and the school price is approximately \$15.00. Knit trim and snaps are available in all colors. The same garment may be secured with body lining as well as sleeve lining. Butwin Sportswear, Finch Bldg., St. Paul 1, Minn.



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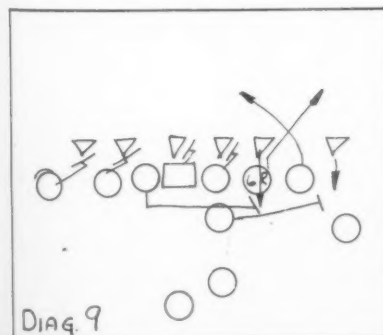
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# 1955 STATE BASKETBALL TOURNAMENTS

Two coaches share the spotlight by winning their third consecutive title. They are Lloyd Skor of Helena, Montana and Lester Purvure of Weehawken, New Jersey. The following coaches repeated last year's championships: Frank Crisapl, Connecticut; Vincent Schaefer, Florida; Lofton Greene, Michigan; Dwight Ferebee, Nebraska; Buddy Garfinkle, Nevada; Roy Leenig and A. A. LoBalbo in two divisions of the New Jersey Parochial Leagues; Ralph Bowyer, New Mexico; Art Hughes, Utah; and Phil Crabtree, Virginia. Cliffside Park, New Jersey repeated as champion under new coach, Frank Proietti. Cheyenne Wells, Colorado under new coach, Glenn Ricketts, also repeated as champion. Ten coaches who saw their teams move from runner-up to champion are:

Sam Bender, Connecticut; Carter Burns, Kansas; C. Strong, Louisiana; Harly Day, Oklahoma; Henry Kuchera, Oregon; Eddis Freeman, South Carolina; James Adkisson, Texas; Bob Tate, Washington; Lewis D'Antoni, West Virginia; and T. Averett, Wyoming. Bob Forwood, Pennsylvania and Tom Paski, Washington were the only two coaches to repeat this year as runners-up. De La Salle of Newport, Rhode Island repeated as runner-up under new coach, Louis Abruzzi. Two schools, Tonopah, Nevada and Hayti, South Dakota ended up by being runners-up this year after having been champions the year before. Hayti is coached by J. Marking and Tonopah had a new coach in the person of Keith Hindes.

	WINNER	Coach	RUNNER-UP	COACH	SCORE
<b>ALABAMA</b>	A—Priceville AA—Tuscaloosa	Robert Ryan Bill Henderson	Corner Scottsboro	Percy B. Vines O. K. Carter	43-41 68-57
<b>ARIZONA</b>	AA—Phoenix Union A—Flagstaff B—Clifton C—Benson	Ed Long Fred Anderson Gene Taylor Jack Wilson	Tucson Sr. Miami Santa Cruz (Eloy) Wilcox	Tony Morales Alex Mendoza James T. Dunbar Joe Anaya	59-49 77-68 57-47 61-55
<b>ARKANSAS</b>	A—Fort Smith B—Delight C—Mammoth	Ace Parker Roy B. Watson Almon Oviatt	N. Little Rock Greenbrier East (Denver)	James Bohannon Royce Williams William Weimar	60-55 71-59 84-73
<b>COLORADO</b>	AA—Manitou (Denver) A—Bent (Las Animas) B—Cheyenne Wells C—Aurora	Sam Landrum Glenn Ricketts Everett Holstein	Ft. Morgan Palladia Creede	James Tedford Jack Stewart Wesley A. Brown	74-85 48-47 52-38
<b>CONNECTICUT</b>	L—Hillhouse (New Haven) M—East Haven S—Ellsworth (So. Windsor)	Sam Bender Frank Crisapl J. McMillan	Roger Ludlowe (Fairfield) Wilcox Tech. (Meriden) Windsor Locks	Robert Seiruk E. J. Zalar Elias Shapiro	61-47 54-32 52-33
<b>FLORIDA</b>	AA—Senior (Miami) A—Auburndale B—Baker C—Paxon	Vincent Schaefer Richard Kendall Bernie Shepperd Philip Anderson	Edison (Miami) Leesburg Mayo Oviedo	Joseph Bogart Earl Burt Tommy Tomlinson Paul Mikler	59-50 76-46 62-44 62-58
<b>GEORGIA</b>	AA—Russell (E. Point) A—Blackshear B—Lakeland C—E. Crisp (Cordale)	C. W. Aldridge W. C. Childs W. E. Patton Proctor Allen	Columbus Irwin Co. (Ocilla) Hahira Talbot Co. (Talbotton)	H. Bernard Hancock D. L. Davidson Jack Jarrard G. T. Knight	65-57 55-51 62-53 80-70
<b>IDAHO</b>	Kellogg Grace West Rockford	Ed Hienstra Wayne Nelson Alex Saudergas	Idaho Falls Wendell Elgin	Carvel Jackson Murray Satterfield Bill Chesbrough	43-40 42-38 61-59
<b>ILLINOIS</b>	Crispus Attucks (Indpls.)	Roy Crowe	Roosevelt (Gary)	John D. Smith	97-74
<b>INDIANA</b>	Ams	Ron Norman	Iowa City	Bill Holmstrom	64-58
<b>IOWA</b>	AA—Wyandotte (K.C.) A—Russell B—Haven BB—Montezuma Harard	Carter Burns Amos Morris Clinton Hill Frank Griffiths Goebel Ritter	Leavenworth Lindsborg Iman Simpson Adair Co.	Merl Crawford Fred Willson Max Rife Herbert Baker John Burr	53-43 60-44 67-62 70-57 74-66
<b>KENTUCKY</b>	AAA—Lake Charles AA—Minden A—Newman (New O.) B—Holly Ridge C—Fenton	John Nicotia Cleveland Strong Ralph Harris G. C. Kennedy John Karam	Forlier (New O.) Jena West Lake (L. Chas.) Florien Mecux (Kaplan)	Milt Clavier Robert Holstead B. Ellender H. W. Crawford Calvin Hebert	45-36 52-46 64-59
<b>LOUISIANA</b>	L—Bangor M—Bar Harbor S—Bridgewater	James Toman Douglas Harrington	Morse (Bath) South Paris Porter Acad.	Eugene Hunter Chesley Steele Harry True	45-36 52-46 64-59
<b>MAINE</b>	A—Montgomery Blair B—Cambridge C—Lacey	David Carrasco Edward Sidorus Frank LaFontaine	Hagerstown Oxon Hill Lotham Southern	Malvin Henry Ed Crescence Richard Pugh	60-57 48-39 64-59
<b>MARYLAND</b>	A—Somerville B—Winchester C—Holy Family (New. Bed.)	James Sullivan James Phillips Edward Lowrey	Quincy Maitagon Warham	Monroe MacLean Mike Azzone Clement Spillane	60-57 48-39 64-59
<b>MASSACHUSETTS (Eastern)</b>	A—Jacksen B—Wareham C—Wareham	Donald Ogden Donald Ogden Donald Ogden	Boston Boston Boston	Donald Ogden Donald Ogden Donald Ogden	74-51 61-59 61-59
<b>MICHIGAN</b>	Waubesa (Livestock)	Waubesa (Livestock)	Waubesa (Livestock)	Waubesa (Livestock)	61-59
<b>MINNESOTA</b>	Wheeler	J. H. Arnold	Clinton	George Cronin	67-58
<b>MISSISSIPPI</b>	A—Joplin	Russ Kaminsky	Northeast (K.C.)	Charles E. Huhn	47-44





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## Administrative Problems

(Continued from page 32)

sibility of the individual head coaches. Forty-eight and five-tenths per cent are now doing it. Ushering is best taken care of by having a student ushering club. This method is now employed by 30 per cent of the schools. Another procedure is to use the school's lettermen's club. As of now, 31 per cent of the schools are using this method. There should always be a faculty member present to take charge of these ushering groups.

It was found that 89 per cent of the schools assign their faculty members to taking and selling tickets at athletic contests. Forty per cent of these schools paid the teachers for this service. Compensation in the large schools averaged \$4.48 per night; in the medium-sized schools \$4.42; and in the small schools \$4.20. Certainly an attempt should be made to have a physician present at each interscholastic game, yet it was found that only 58 per cent of the schools attempt to do this. It was found that 39 per cent of the schools paid their timekeepers at these contests. Average payment in the large schools was \$4.99; in the medium-sized schools it was \$2.79; and in the small schools the amount averaged \$2.38. The problem of whether or not to grant meals to traveling athletic squads was found to occur quite frequently. Usually, if the trip is so scheduled that it requires the contestants to miss a meal at home, the school assumes the responsibility of providing this meal. Seventy-four per cent of the schools now provide the meal. The average price per meal in the large schools was \$1.30; for the medium-sized schools \$1.18; and for the small schools \$1.66.

### Financial Management

Before any athletic program is set up, consideration should be given to financing it. The most common method we use now is for the athletic program to be supported from the general fund, with all athletic receipts reverting back into that fund. Sep-

arate accounting should be maintained to indicate the status of the athletic department. It was found, however, that only 56.5 per cent of the schools prepare an athletic budget. It was also discovered that only 54 per cent of the athletic programs were operating financially independent.

Student admission charges in the large schools averaged as follows: 51 cents for football, 46 cents for basketball, and 35 cents for spring sports. In the medium-sized schools the average charges were 38 cents for both football and basketball, and 30 cents for spring sports. In the smaller schools the averages were 36 cents for football, 38 cents for basketball, and 29 cents for spring sports. Adult admission charges in the large schools were 80 cents for football, 79 cents for basketball, and 62 cents for spring sports. In the medium-sized schools the average adult charges were 63 cents for basketball, and 52 cents for spring sports.

### Budgets

Budgets reported in the large schools were as follows: football \$4419, basketball \$2430, baseball \$747, track \$693, swimming \$457, golf \$230, tennis \$226, wrestling \$534, and cross country \$220. For the medium-sized schools the average budgets were: football \$2042, basketball \$999, baseball \$417, track \$298, wrestling \$217, golf \$79, and tennis \$79. For the small schools the averages were: football \$855, basketball \$678, baseball \$340, track \$362, and wrestling \$225.

The cost per individual for student activity tickets, in those schools incorporating this procedure, were as follows: large schools \$4.29, medium-sized schools \$4.24, and small schools \$3.35.

Buying equipment on sealed bids is increasing in popularity especially among the larger schools. Approximately 70 per cent of the larger schools now buy the bulk of their equipment according to this method.

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The overall average is 42 per cent. It is, however, recommended that when buying according to this method the purchaser knows the reputation of the bidders. Distance should also be given careful consideration.

#### Sanitation Procedures

Probably in no other field is the opportunity to teach good health habits so evident as it is in the field of athletics and physical education. Today approximately 84 per cent of the schools carry insurance on their athletes. Certainly all safety precautions should be taken in every activity. Personal athletic equipment is furnished by 41 per cent of the schools. The cost per individual for this service was found to be \$1.90 in the large schools, \$1.69 in the medium-sized schools, and \$2.00 in the small schools. Approximately 69 per cent of the schools furnished towels to their athletic squads, with the average cost per individual per season amounting to \$1.54 in the large schools, \$1.20 in the medium-sized schools, and \$1.31 in the small schools.

#### Equipment

Obtaining and caring for equipment has always presented a problem to the athletic director and the coach. It was found that only 79 per cent of the schools keep an equipment card on each athlete. On the increase, especially so in the larger schools, is the presence of a school-employed equipment manager. Eighteen per cent of all schools employ an equipment manager.

The responsibility of issuing equipment was found to rest chiefly, in 45 per cent of the schools, with the individual head coach, while the job of marking, grading for repair, etc., was usually assumed by the athletic director, 54 per cent of the schools.

#### Athletic Banquet Procedures

Banquets — whether or not to have them, how many to have, and who shall sponsor them, always present a problem. Ninety-four per cent of the canvassed schools were found to have athletic banquets. The number per year ranged from one to four, with the average being 1.6 for the large schools, 1.4 for the medium-sized schools, and 1.2 for the small schools. Costs per banquet ranged from \$50 to \$750, with these costs averaging as follows: \$221 per banquet in the large schools, \$183 in the medium-sized schools, and \$97 per banquet in the small schools.



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AUGUST 8-12**

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Oklahoma

IVY WILLIAMSON .....Football

Univ. of Wisconsin

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Sponsorship of these events varied, with 58 per cent being sponsored by civic organizations, 21 per cent by the school, and 20 per cent by parents' organizations. It was found that the athletic department aided in financing these affairs in 35 per cent of the cases. Athletic achievement was usually, 81 per cent, the only honor given recognition at these banquets.

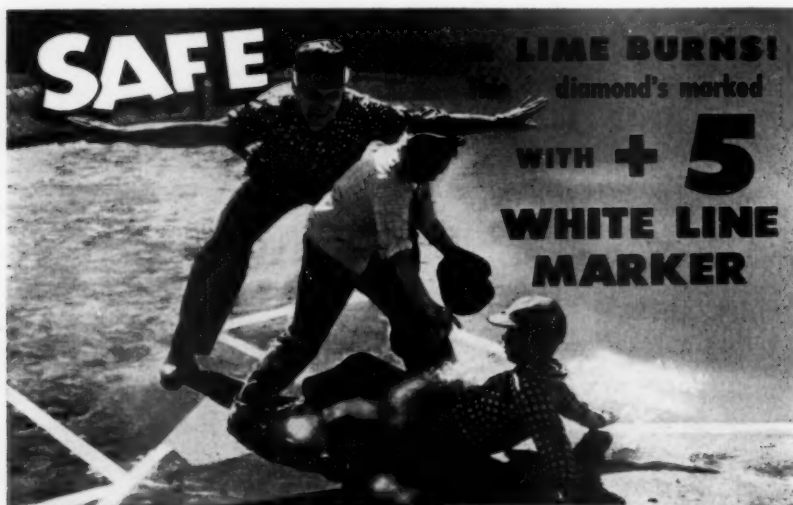
Finding a place to hold these banquets was usually dependent upon the size of the school's facilities. Fifty-three per cent of the banquets were held at the school. The most common practice was to admit the athletes, speakers, etc., free of charge, 94 per cent, and then make a charge for the remainder of those attending. A few schools, it was discovered, held banquets only when they had winning teams. This is certainly not a fair method, when in all probability the losing team is the one that deserves the banquet more. A definite policy should be established and then maintained, regardless of the team's success.

**Athletic Awards Procedure**

The cost of varsity athletic awards ranged from \$1 to \$3. The average per award was \$1.75 in the large schools, \$1.72 in the medium-sized schools, and \$1.76 in the small schools. All of the canvassed schools gave varsity awards, 35 per cent gave junior-varsity awards, 54 per cent frosh-soph awards, and 41 per cent gave freshman awards. Thirty-seven per cent of the schools awarded each athlete only one varsity letter, with subsequent awards being certificates. Only 76 per cent of the schools had a constant set of standards by which they awarded their letters. Presentations of the athletic awards were usually made at the athletic banquet or at an awards day program.

**Miscellaneous Area**

The most frequent problem that arose within this area was that of an intramural program and especially the number of activities presented. Seventy-seven per cent of all the schools had an organized program. Twenty-nine per cent included touch football, 100 per cent basketball, 55 per cent softball, 59 per cent volleyball, 32 per cent tennis, 20 per cent track, and 25 per cent table tennis. Wrestling, with 37 per cent, and golf, at 11 per cent, were offered in only the large schools. In addition to this intramural area, it was found that 63 per cent of the schools co-ordinate



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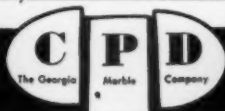
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their intramural with their physical education program. It was also found that in 71 per cent of the cases the school, and not any individual department, met the cost of the program.

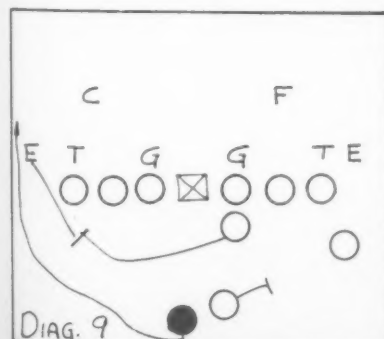
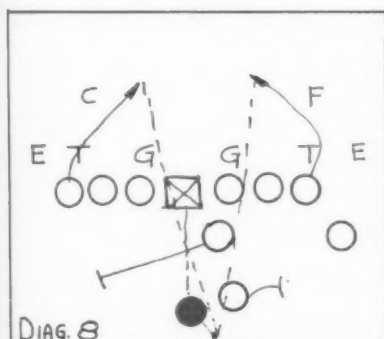
The second most frequently occurring problem was that of how many team sports a school should sponsor. The large schools ranged from 5 to 8, with their average being 6.6; the medium-sized schools ranged from 3 to 8, with their mean being 5.3; and the small schools ranged from 2 to 6, with their average being 3.8.

## Wyoming's Offense

(Continued from page 7)

side tackle, and around end. In this series we also have a trap on the strong-side guard, with the tailback carrying.

Our 15 series, called by many people our stand-up series, is next (Diagrams 8, 9, 10 and 11). This series couples in with our passing attack, with the tailback standing in the slot five to six yards behind his center. From this series we throw all of our passes, plus running to the weak side and the strong side, with the optional play pass or run to our weak side, and with a trap on both guards up the middle. The center also knows that in this series any number called from 10 to 19 means that the tailback stands straight up and receives the ball at his right shoulder.



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  - KEN NORTON, Manhattan
  - RED HOLZMAN, Milwaukee
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- Head Coach to be selected
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  - BOB TROCOLAR, N. Y. Giants
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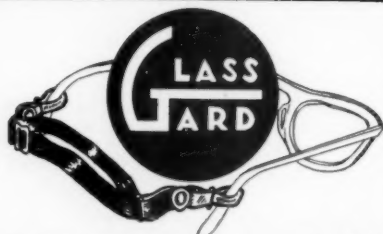
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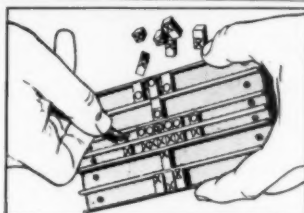
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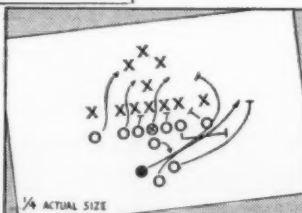
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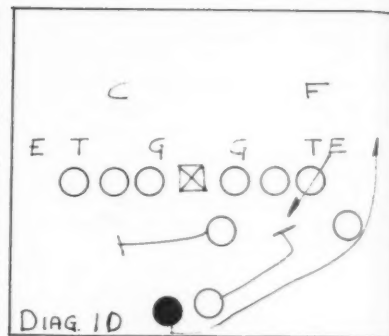


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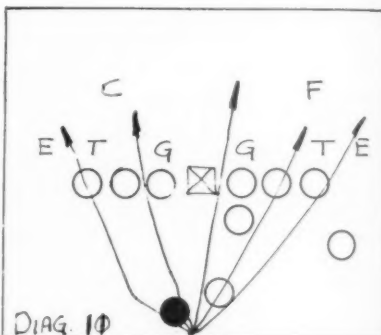
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1/4 ACTUAL SIZE

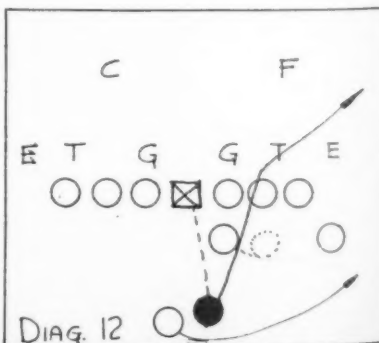


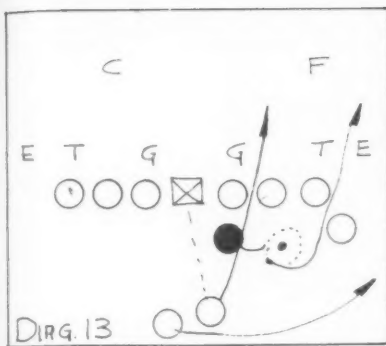
In our 30 series, which is the buck lateral series, the ball is passed to the fullback with a soft pass just to the inside of his knee. From this series, we can also hit every hole with the buck lateral, and we can throw any of our passes, with the quarterback taking the ball from the fullback and dropping back to throw. Thus, quite a bit of deception is added and it



helps us get better blocking in the line (Diagrams 12, 13, 14, and 15).

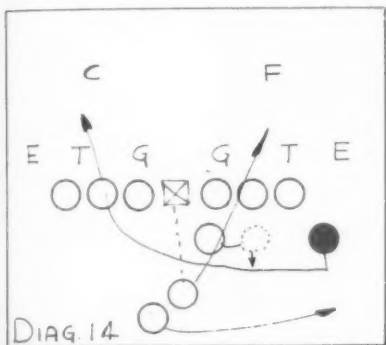
Our 40 series, (Diagrams 16 and 17), which is the spin series, with the tailback handling the ball, gives us a good quick reverse inside or outside tackle and also a good play around end, with either the fullback or wingback carrying. This series has a good trap play on the weak-side guard, can hit any hole to the strong



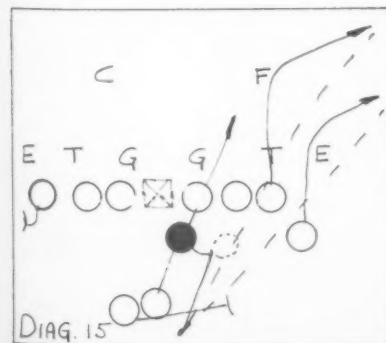


side, and has a passing attack with the tailback faking the ball to the fullback and dropping back to throw. We have a running pass to the strong side after the fake to the fullback which we call our optional pass or run.

Next, we have what is known as our 70 series. The ball again goes to the fullback with the same pass as the



buck lateral series pass. This is known as the strong-side spin, with the fullback faking to the tailback and giving to the wingback on the reverse inside or outside tackle and around end (Diagram 18). He may hand off to the tailback on an off-tackle slant, end sweep (Diagram 19), or use the optional pass or run play again to the strong side (Diagram 20). Next, he may keep the ball on the



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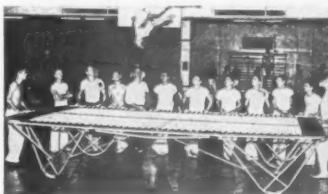
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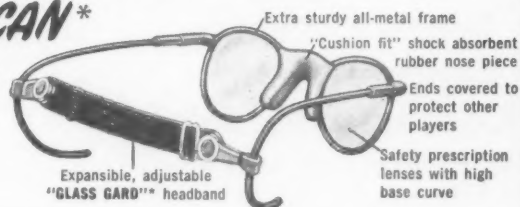
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\* Quoted from the minutes of December 16, 1954, meeting of the Pacific Coast Athletic Trainers Ass'n.

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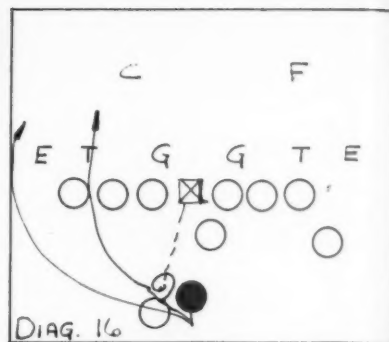
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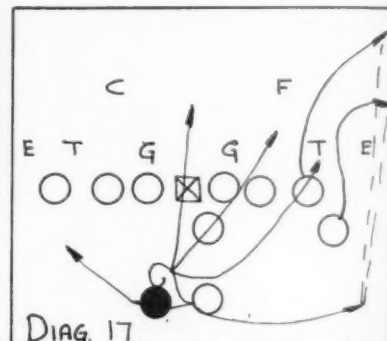
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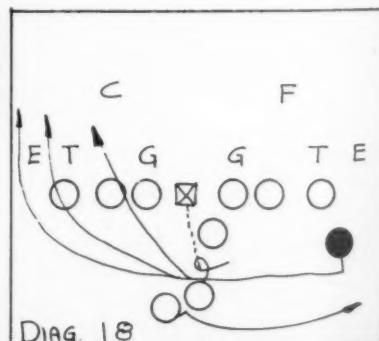
trap plays or wedge plays from tackle to tackle (Diagram 21). Our fullback may also hand off to the tailback. The tailback takes the ball and hops straight back to throw any of the passes off this series. The nice thing about these series is that we can throw every pass we have and it does not change the ends' or wingback's patterns or the line blocking,



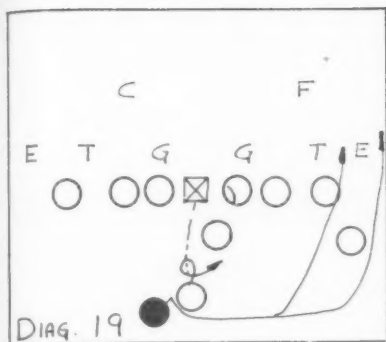
whether we throw from the 0, 20, 30, 15, 40, or 70 series.

Our last series is our 300 series. The ball is passed on a soft pass straight back to the fullback and he either hits straight up the center or inside tackle on either side (Diagram 22). In this series we counter with a jump pass to the strong or weak end down the middle (Diagram 23).

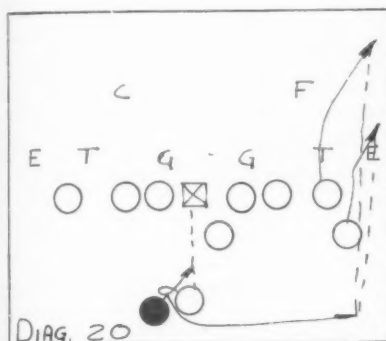
We know that most coaches who



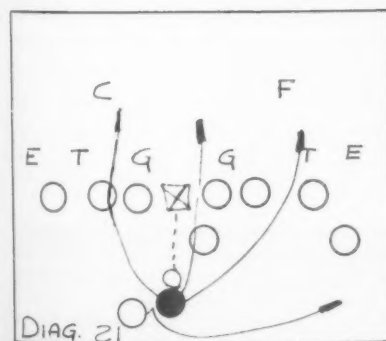




read this article will think we have a great number of plays. Actually, we always use our 0 and 300 series and two of the other series each year. In this way, only two extra series besides the 0 and 300 are used. For the line, from end to end, zone blocking is used in every instance, with the exception of just a few plays. Our linemen and ends block the same, re-



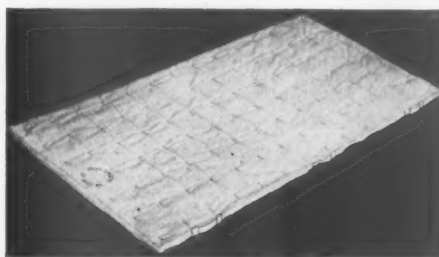
gardless of the series. The only thing that differs is the maneuvering in the backfield. We know there has been considerable talk about the old model single wing as compared with the new model T formation. However, we believe in teaching what we know and trying to improve upon it. That is what we are doing with our single wing attack. Whether it is the single wing, T, short punt or double wing,



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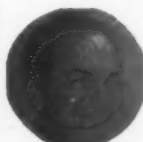
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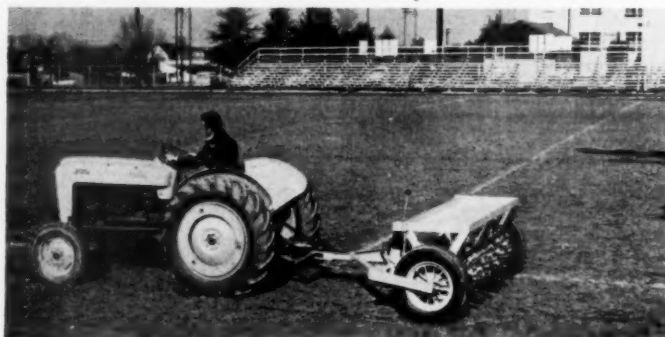
## For the Best Field in the League

You can't always have a winning team, but you can have a championship field with the Aerifier. Regular use of the Aerifier loosens packed soil — makes conditions favorable for grass growth — makes the field resilient and safer for the players. Soil brought up by the Aerifier should be distributed by dragging. This topdressing fills in depressions and produces a smooth, level surface. Write for information about the Grasslan Aerifier — cultivates 6' strip for fast coverage.

\*Reg. U.S. Pat. Off.

Pat. No. 2,580,236

*West Point Products Corp.* West Point, Pa.



The AERIFIER\* makes the turf that gives firm footing, cushions falls

## 'FOOTBALL CARNIVAL'

at  
FLORIDA STATE  
June 9-10-11, 1955

★  
FEATURING  
OTTO GRAHAM, Browns  
DOAK WALKER, Lions  
LOU GROZA, Browns  
HUGH TAYLOR, Redskins  
CHARLEY TRIPPI, Cardinals  
ADRIAN BURK, Eagles  
TOBIN ROTE, Packers

Intensive Specialization on All Aspects of  
Modern-Day Football Directed by  
Coach Tom Nugent

Registration (includes room) \$15

For information write

**HOWARD G. DANFORD**  
Director of Athletics, Florida State U.  
Tallahassee, Florida

## OHIO HIGH SCHOOL FOOTBALL COACHES CLINIC

★  
Mansfield, Ohio  
August 8-12, 1955

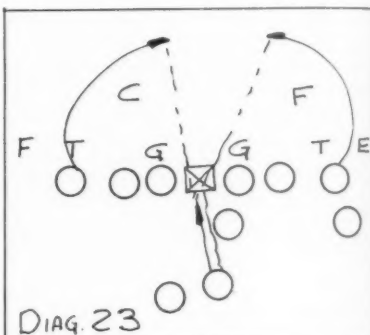
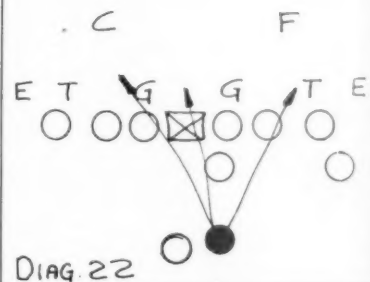
★  
The Outstanding Football  
Clinic in the Country

★  
EDDIE ERDELATZ ..... Navy  
(Sugar Bowl Champions)  
WOODY HAYES ..... Ohio St.  
(Rose Bowl Champions)  
LOU SABAN ..... Northwestern  
BLANTON COLLIER ..... Kentucky  
TREVOR REES ..... Kent St.  
PAUL HOERNEMAN ..... Heidelberg  
PAUL DIETZEL ..... Louisiana St.  
ARA PARSEGHIAN ..... Miami

★  
TUITION: Ohio Coaches ..... \$10.00  
Out-of-State ..... \$15.00

For further information  
write

**BYRON BOZARTH, Director**  
P. O. Box 17 Mansfield, Ohio



everyone knows that success depends upon the type boy who is playing every Saturday afternoon.

Some of our statements may be repeated by Bob Hicks, line coach Lou McCullough, end coach; and Wilbur Stevens, backfield coach. We hope the coaches who read these articles will be able to get a little good out of what we are trying to do in teaching football at the University of Wyoming.

## Coaching School Directory

### ADELPHI COLLEGE C. S.

Garden City, L. I., N. Y. Aug. 8-10  
Courses—Basketball.

Staff—To be announced.

Information—Tuition \$15.00 includes semi-private room plus notes.

Directors—George Faherty, Director of Athletics, Adelphi College, Garden City, N. Y. and John E. Sipos, High School, Huntington, N. Y.

### ALL-AMERICAN C. C.

Bemidji, Minn. June 20-23

Courses—Football and basketball.

Staff—Terry Brennan, Bill Earley, Ralph

Ginn, Bill Hildebrand, Win Brockmeyer, Ozzie Cowles, John Kundla, Gus Young, and Louie Bogan.

**Information**—Tuition \$15.00. Approximate cost of room \$2.00 to \$4.00 per day; board \$3.00 per day.

**Directors**—K. E. Wilson and H. J. Erickson. For reservations and accommodations write Don Stubbins, Bemidji, Minn.

See advertisement page 70

## BOSTON UNIV.

Boston, Mass

June 27-July 9

**Courses**—Football.

**Staff**—Charles F. Lappenbusch.

**Information**—Tuition \$17.50 per semester hour.

**Director**—Aldo "Buff" Donelli, Athletic Director, Boston University, Boston, Mass.

## CALIFORNIA WORKSHOP

San Luis Obispo, Calif.

Aug. 8-19

**Courses**—Football, basketball, baseball, track, training, wrestling, archery, tennis, swimming, and physical education.

**Staff**—Roy Hughes, William Archer, C. J. Van Hoorebeke, Forrest Twogood, Guy Wrinkle, Lloyd Leith, Tom Fitzpatrick, Payton Jordan, "Pinky" Greene, Dan Della, R. Logan, "Ducky" Drake, Sheldon Hardin, Paul Paulson, Louis Wheeler, Bob Colyar, and Ed Leahy.

**Information**—Tuition \$20.00 for four quarter units. Approximate cost of room \$5.00 per week; board \$2.50 per day.

**Director**—Al R. Arps, San Fernando High School, San Fernando, Calif.

## COLORADO H.S. COACHES ASSN.

Denver, Colo.

Aug. 17-19

**Courses**—Football and basketball.

**Staff**—Ivan Williamson and Henry Iba.

**Information**—Tuition \$10.00. Approximate cost of room \$6.00 to \$15.00 per day; board \$3.50 to \$6.00 per day.

**Director**—N. C. Morris, 1532 Madison St., Denver, Colo.

## COLORADO, UNIV. OF

Boulder, Colo.

June 20-25

**Courses**—Football, basketball, track, baseball, and training.

**Staff**—Henry "Red" Sanders, Dallas Ward, John Wooden, Bebe Lee, Frank Prentup, Frank Potts, and John Rockwell.

**Information**—Tuition \$10.00.

**Director**—Harry G. Carlson, University of Colorado, Boulder, Colo.

See advertisement page 69

## CONNECTICUT, UNIV. OF

Storrs, Conn.

Aug. 23-25

**Courses**—Football and basketball.

**Staff**—Bill Murray, Dan Jesse, Waino Fillback, Ken Loeffler, and Charles Horvath. **Information**—Tuition free to C.I.A.C. members; \$10.00 registration fee for others.

**Director**—J. O. Christian, Athletic Director, University of Connecticut, Storrs, Conn.

See advertisement page 69

## EASTERN COACHING CLINIC

Cornwall-on-Hudson, N. Y.

Six schools

Six dates

for May, 1955

**Courses**—Football, basketball, baseball, track, swimming, and training.

**Staff**—Adolph Rupp, Eddie Hickey, Dudley Moore, Charlie Eckman, Ev Case, Johnny Bach, Ken Norton, Red Holzman, Ben Carnevale, Frank McGuire, Birney Crum, Red Auerbach, Ken Loeffler, Alvin Julian, Al Cervi, Joe Lapchick, Clair Bee, Buck Freeman, Bunny Levitt, Woody Hayes, Angelo Bertelli, Augie Leo, Bob Troccoli, and Sam Picariello.

**Information**—Tuition includes meals. Three days \$30; two days \$20; and 1 day \$10. Rooms at Academy \$2 per night.

**Director**—Clair Bee, N. Y. Military Academy, Cornwall-on-Hudson, N. Y.

See advertisement page 68

## FLORIDA A & M COLLEGE

Tallahassee, Fla.

June 13-18

**Courses**—Football and basketball.

**Staff**—Woody Hayes, Chuck Mather, Tom Nugent, Frank Broyles, John Eibner, Bud Kennedy, Perry Moss, Ray Graves, Mac Cara, and Sam Lankford.

**Information**—Tuition \$10.00.

**Director**—A. S. Gaither, Florida A. & M. University, Tallahassee, Fla.

## FLORIDA STATE UNIV.

Tallahassee, Fla.

June 9-11

**Courses**—Football.

**Staff**—Tom Nugent, Otto Graham, Doak Walker, Lou Groza, Hugh Taylor, and Charley Trippi, Adrian Burk, and Tobin Rote.

**Information**—Tuition \$15.00 includes room.

**Director**—Dr. Howard G. Danford, Director of Athletics, Florida State University, Tallahassee, Fla.

See advertisement page 72

## IDAHO COACHES ASSN. C. S.

Sun Valley, Idaho

Aug. 8-12

**Courses**—Football, basketball, track, training, and boxing.

**Staff**—Terry Brennan, Hank Iba, Dubby Holt, and Packy Boyle.

**Information**—Tuition \$10.00 for members; \$15.00 for non-members. Room, board, and tuition \$50.00 for the week.

**Director**—Jerry Dellinger, Jerome High School, Jerome, Idaho.

See advertisement page 67

## ILL. NORMAL-WESTERN C.S.

Normal, Ill.

June 14-15

**Courses**—Football, basketball, baseball, and track.

**Staff**—Murray Warmath, Otto Vogel, and M. E. Easton.

**Information**—Tuition free. Average cost of room \$3.50 to \$4.00; board \$3.50 to \$4.00 per day.

**Director**—Howard J. Hancock, Director of Athletics, Illinois State Normal University, Normal, Ill.

## SOUTHERN ILLINOIS UNIV.

Carbondale, Ill.

Aug. 18-19

**Courses**—Football and basketball.

**Staff**—Stu Holcomb and Branch McCracken. **Information**—Tuition free.

**Director**—Dr. Carl E. Erickson, Southern Illinois University, Carbondale, Ill.

## INDIANA BASKETBALL SCHOOL

Kokomo, Ind.

Aug. 4-6

**Courses**—Basketball.

**Staff**—To be selected.

**Information**—Tuition \$10.00 includes set of notes. Average cost of room \$2.50 per day; board \$3.00 per day.

**Director**—Cliff Wells, Tulane University, New Orleans, La.

## KANSAS H.S. ACTIVITIES ASSN.

Wichita, Kansas

Aug. 22-25

**Courses**—Football, basketball, training, and six-man football.

**Staff**—Chalmer Woodard. Others to be announced.

**Information**—Tuition \$10.00.

**Director**—E. A. Thomas, 1300 Topeka Blvd., Topeka, Kansas.

## LOUISIANA H.S. COACHES ASSN.

Shreveport, La. (Basketball) June 8-10

Baton Rouge, La. (Football) Aug. 4-5

**Courses**—Football and basketball.

**Staff**—Rex Enright and C. Woodard. Basketball staff to be announced.

**Information**—Tuition \$5.00 covers both the football and basketball schools. Housing free to all coaches.

**Director**—Woodrow W. Turner, 151 Charles St., Shreveport, La.

## UNIV. OF MARYLAND

College Park, Md.

June 16-18

**Courses**—Football, basketball, and training.

**Staff**—Jim Tatum, Bud Milliken, and Duke Wyre.

**Information**—Tuition for high school coaches \$15.00; college coaches \$25.00. Room on campus \$2.00 per day; board \$3.00 per day.

**Director**—Robert Ward, Box 295, University of Maryland, College Park, Md.

See advertisement page 46

## NORTHERN MICHIGAN C.S.

Marquette, Mich.

Aug. 4-6

**Courses**—Football, basketball, and track.

**Staff**—Forest Evashevski, Forrest Anderson, and Don Canham.

**Information**—Tuition \$12.00 includes room and board.

**Director**—C. V. "Red" Money, Northern Michigan College, Marquette, Mich.

## MICHIGAN, UNIV. OF

Ann Arbor, Mich.

June 20-July 1

**Courses**—Football, basketball, track, and training.

**Staff**—Bennie Oosterbaan, William Perigo, Don Canham, and James Hunt.

**Information**—Tuition \$20.00 resident; \$30.00 non-resident. Average cost of room \$2.00 per day; board \$3.50 per day.

**Supervisor of Course**—Howard C. Leibee, Waterman Gymnasium, University of Michigan, Ann Arbor, Mich.

## NEW YORK STATE C.S.

Clinton, N. Y.

Aug. 22-25

**Courses**—Football, basketball, baseball, wrestling, soccer, and training.

**Staff**—Hal Lahar, Fred Rice, Andy Zubel, Howard Hartman, Jim Miller, and Gene



Long.  
Others to be announced.  
**Director**—Philip J. Hammes, Proctor High School, Utica, N. Y.  
See advertisement page 65

#### OCCIDENTAL TRACK CLINIC

**Los Angeles, Calif. June 20-July 1**  
**Courses**—Techniques and methods of teaching track and field. Training methods, practical field work, and the use of motion pictures will be emphasized.  
**Information**—Two units of college credit may be earned.  
**Director**—Payton Jordan, Director of Athletics, Occidental College, Los Angeles 41, Calif.

#### OHIO H.S. COACHING SCHOOL

**Mansfield, Ohio Aug. 8-12**  
**Courses**—Football and basketball.  
**Staff**—Blanton Collier, Woody Hayes, Eddie Erdelatz, Paul Dietzel, Ara Parseghian, Trevor Rees, and Paul Hoerneman.  
**Information**—Tuition \$10.00 for members; \$15.00 for non-members. Approximate cost of room \$3.00 per day.  
**Director**—Byron Bozarth, P. O. Box 17, Mansfield, Ohio.  
See advertisement page 72

#### OKLAHOMA COACHES ASSN.

**Oklahoma City, Okla. Aug. 7-11**  
**Courses**—Football, basketball, and training.  
**Staff**—Paul Bryant, Rusty Russell, Cliff Speegle, Bobby Dodds, Clarence Iba, and Jack Cramer.  
**Information**—Tuition \$10.00. Average cost of room \$4.00 to \$6.00 per day; board \$3.00 to \$5.00 per day.  
**Director**—Clarence Breithaupt, 3420 N. W. 19th St., Oklahoma City, Okla.

#### OREGON, UNIV. OF

**Eugene, Ore. June 13-18**  
**Courses**—Football, basketball, baseball, track, training, and wrestling.  
**Staff**—Woody Hayes, Lee Gustafson, Hank Iba, Don Kirsch, Al Negratt, Bill Bowerman.  
**Information**—Tuition \$14.00. May be applied toward regular summer session tuition. Average cost of room \$2.25 per day; board \$2.50 per day.  
**Director**—Arthur A. Esslinger, School of Health and Physical Education, University of Oregon, Eugene, Ore.  
See advertisement page 56, April Issue

#### EASTERN PA. COACHES ASSN.

**East Stroudsburg, Pa. June 20-23**  
**Courses**—Football and basketball.  
**Staff**—Murray Warmath, Earl Edwards, Paul Omen, Walt Marshall, Ken Bills, and Robert Davies.  
**Information**—Tuition \$40.00 includes room and board.  
**Director**—Marty Baldwin, Box 205, East Stroudsburg, Pa.

#### PA. STATE UNIV.

**University Park, Pa. July 5-Aug. 13**  
**Courses**—Methods and principles of athletic coaching, scientific methods applied to coaching, and intramural athletics.  
**Staff**—John Lawther, Elmer Gross, and Gene Bischoff.

**Information**—Tuition \$11.00 per credit hour.  
**Director**—Director of Summer Sessions, 102 Burrowes Bldg., Pennsylvania State University, University Park, Pa.

#### RIVER FALLS COACHING CLINIC

**River Falls, Wisc. June 9-11**  
**Courses**—Football, basketball, and training.  
**Staff**—Murray Warmath and Forrest Anderson. Others to be announced.  
**Information**—Tuition \$15.00. Average cost of room \$2.00 per day.  
**Director**—Phil Belfiori, River Falls State College, River Falls, Wisc.

#### SO. CAROLINA COACHES ASSN.

**Columbia, S. C. July 31-Aug. 5**  
**Courses**—Football, basketball, and training.  
**Staff**—Bowden Wyatt, Andy Gustafson, Branch McCracken, and "Floogie" Atrial.  
**Information**—Tuition members \$7.50; non-members \$15.00. Rooms free; board about \$2.00 per day.  
**Director**—Harry Hedgepath, 1623 Harrington St., Newberry, S. C.  
See advertisement page 70

#### SOUTHERN UNIV.

**Baton Rouge, La. June 13-17**  
**Courses**—Football, basketball, and baseball.  
**Staff**—To be announced.  
**Information**—Tuition \$10.00. Average cost of room \$1.50 per day; board \$2.00 per day.  
**Director**—A. W. Mumford, Southern University, Baton Rouge, La.

#### TENNESSEE COACHES ASSN.

**Cookeville, Tenn. July 27-30**  
**Courses**—Football, basketball, baseball, track, and training.  
**Staff**—Jess Neely, Bowden Wyatt, Bob Polk, Raymond Brown, Clydell Castleman, and Calvin Frey.  
**Information**—Tuition free. Room and board \$8.50 for entire clinic.  
**Director**—P. V. Overall, Tennessee Polytechnic Institute, Cookeville, Tenn.

#### TEXAS H.S. COACHES ASSN.

**San Antonio, Tex. Aug. 1-5**  
**Courses**—Football, basketball, baseball, track, and training.  
**Staff**—Darrell Royal, Wade Walker, Bud Wilkinson, Hugh Daugherty, Sam Boyd, Jack Russell, Alex Hooks, Clyde Littlefield, Elmer Brown, R. J. Kidd, and Dr. Rhea Williams.  
**Information**—Tuition \$11.00 for members plus \$2.00 membership fee; non-members \$16.00; commercial companies \$26.00.  
**Director**—L. W. McConachie, Box 626, Edna, Texas.  
See advertisement page 46

#### UPSTATE N. Y. BASKETBALL C. S.

**Delhi, N. Y. June 29-July 1**  
**Courses**—Basketball.  
**Staff**—Buster Sheary, John Egli, and Ed McCluskey.  
**Information**—Tuition \$15.00 for one man; \$25.00 for two men from the same school.  
**Director**—Edward J. Shalkey, Delaware Academy, Delhi, N. Y.  
See advertisement page 56

#### UTAH STATE COACHING SCHOOL

**Logan, Utah June 6-10**  
**Courses**—Football, basketball, and training.  
**Staff**—Ivan B. Williamson, Ozzie Cowles, and R. Logan.  
**Information**—Tuition \$10.00. Average cost of room \$1.00 per day, board \$5.00 per day.  
**Director**—Athletic Director, Utah State College, Logan, Utah.  
See advertisement page 56, April Issue

#### VA. HIGH SCHOOL LEAGUE

**Lexington, Va. Aug. 8-10**  
**Courses**—Football, basketball, baseball, and track.  
**Staff**—Everett Case, Earle Edwards, John McKenna, Walt Cormack, Bill Chipley, Chuck Noe, Clark King, and Billy McCann.  
**Information**—Tuition \$5 for Virginia coaches; \$10 for out-of-state coaches. Rooms \$1.50 per night.  
**Director**—Col. M. P. Echols, Virginia Military Institute Ath. Assn., Lexington, Va.

#### VIRGINIA STATE COLLEGE

**Petersburg, Va. June 20-24**  
**Courses**—Football and basketball.  
**Staff**—W. D. Murray, Doyt Perry, and Adolph Rupp.  
**Information**—Tuition \$15.00. Average cost of room and board per day \$4.00.  
**Director**—W. W. Lawson, Virginia State College, Petersburg, Va.  
See advertisement page 71

#### WASHINGTON H.S. COACHES

**Spokane, Wash. Aug. 22-26**  
**Courses**—Football, basketball, baseball, track, and training.  
**Staff**—Jess Neely, Pete Newell, Jack Mooberry, Bill Cramer, and Bob Fountaine.  
**Information**—Tuition free to members; \$10.00 for non-members. Average cost of room \$1.00 per day; board \$4.50 per day.  
**Director**—A. J. Lindquist, 3215 E. Mercer, Seattle, Wash.  
See advertisement page 71

#### WEST VIRGINIA UNIVERSITY

**Morgantown, W. Va. June 6-July 15**  
**Courses**—Football, basketball, and track.  
**Staff**—Murray Warmath, Art Lewis, Russell Crane, Ed Shockey, Fred Schaus, and Art Smith.  
**Information**—Tuition \$4.00 per credit hour for residents of West Virginia; \$8.00 per credit hour for non-residents. Average cost of room and board \$3.00 per day.  
**Director**—Ray O. Duncan, Dean, School of Physical Education and Athletics, West Virginia University, Morgantown, W. Va.

#### WISCONSIN H.S. COACHES ASSN.

**Madison, Wisc. Aug. 8-12**  
**Courses**—Football, basketball, baseball, track, training, and wrestling.  
**Staff**—Bud Wilkinson, Ivy Williamson, Bucky O'Connor, Bud Foster, Dynie Mansfield, Riley Best, Walt Bakke, and George Martin.  
**Information**—Tuition \$1.00 for members and students; \$10.00 for non-members. Average cost of room \$1.50; board \$2.50 per day.  
**Director**—Harold A. Metzner, 1621 Jefferson St., Madison, Wisc.  
See advertisement page 66



## Why Should Athletics Be Different?

ON a considerable number of school faculties there is a feeling between those who teach academic subjects and those who coach athletic teams. In some instances this feeling is due to the disparity in salaries.

In most instances it is due to the fact that athletes receive special treatment and special emphasis. Are athletes and athletics treated differently from other students and school activities? In most cases we would be forced to answer in the affirmative.

School and college administrators have, in some measure, contributed to this situation, unknowingly to be sure. As an illustration of the manner in which athletics are treated differently from other school activities, we would mention the athletic council. The athletic council is to be found in a considerable number of schools and its powers will vary widely.

In one major Eastern college the athletic council is composed of ten members and whether or not the coaching staff will be employed for another year rests on the decision of these individuals. This athletic council is composed of three students, three alumni, three members of the faculty, and the athletic director.

This same institution has a well-known glee club and places great emphasis upon its publications. However, in no instance are the students permitted to sit in judgment on the qualifications of the glee club director or the faculty representative in charge of publications. For that matter, the students or alumni do not weigh the qualifications of the faculty other than in athletics. We offer this as one manner in which athletics are set apart from other school activities.

Some schools require that students maintain passing grades in order to participate in any school activities. In far too many schools, however, the matter of satisfactory school work applies only to candidates for the varsity teams. The students interested in dramatics, in the orchestra, in singing, in publications, and in club work are usually not bound by eligibility regulations.

We offer this as another illustration of the manner in which athletes are singled out and treated differently from the rest of the student body.

As long as school administrators see fit to differentiate between athletics and other activities and between athletes and the students who engage in choir, dramatics, etc., then there will be cleavage between those who administer athletics and those who teach academic subjects.

If athletics are to be a part of the educational program, they must not be treated differently from any other phase of education.

## COACHES READY REFERENCE SERVICE COUPON MAY, 1955

As a service to our readers and for their convenience we list here the advertisers appearing in this issue. Many of the concerns offer free booklets and coaching aids. Simply cut along the perforated rule and mail to: Service Department, ATHLETIC JOURNAL, 1719 Howard St., Evanston, Ill.

### COMPLETE LINE

MacGregor Co., The, 21,  
Rawlings Sporting Goods Co.,  
Cover 2,

See advertisement  
☐ Free catalog

Riddell, Inc., John T., 25,

### SHOES

☐ Information football shoes  
☐ Information "Kra-Lite" suspension helmets  
☐ Information football shoes

Spot Bilt, 32,

### CLOTHING & LETTERING

Champion Knitwear Co., 47,  
Hand Knit Hosiery Co., 4,  
Hodgman Rubber Co., 36,  
Kahn Co., Inc., Arthur, 56,  
Sand Knitting Mills Corp., 27,

☐ 1955 catalog  
☐ Information "Wigwam" socks  
☐ Complete catalog  
☐ Information "Kahnfast" fabrics  
☐ New illustrated catalog

### TRAINERS' SUPPLIES

Benson Optical Co., 69,

☐ Information "All-American" athletic glasses  
☐ Information "Bike" elastic adhesive tape  
☐ Add name to "The First Aider" list  
☐ Free illustrated handbook  
☐ Free literature  
☐ Information hinged knee braces, anklets, and knee caps  
☐ Information "Trump" V-Front supporters  
☐ Information "Marietta" plastic masks  
☐ Information "Polvinite" protective football equipment  
☐ Information "Ray-Lite" face protectors

Bike Web Co., 17,  
Cramer Chemical Co., 48,  
Cyclotherapy, Inc., 33,  
Dolge Co., C. B., 67,  
Horn & Bro., Wm. H., 52,

Johnson & Johnson, 51,  
Marietta Co., The, 5,  
Protection Equipment Co., 70,

Raleigh Athletic Equipment Corp., 29,  
Scott & Co., George W., 61,  
Seamless Rubber Co., Cover 3,  
Seron Mfg. Co., 68,

☐ Information portable whirlpool  
☐ Write direct to advertiser  
☐ Information "Glass Gard" eyeglass holder

Zotax Pharmacal Co., 61,

### GYMNASIUM & FIELD EQUIPMENT

Aalco Mfg. Co., 66,  
Atlas Athletic Equipment Co., 71,  
Audio Equipment Co., Inc., 67,  
Brunswick-Balke-Collender Co., 34, 35,

☐ Free complete catalog  
☐ Free catalog  
☐ Free literature  
☐ Information folding gymnasium seats, folding partitions, folding stages, and folding type wardrobes  
☐ Information track cinders  
☐ Free booklet  
☐ Free booklet "What's the Score"  
☐ Pictures, full description, and prices. See listing under "Books"  
☐ Free sample "Plus Five" and name of nearest distributor  
☐ Free booklet  
☐ Free catalogs  
☐ Free catalog  
☐ Information and prices  
☐ Free circular

Buildex, Inc., 64,  
Dedoes Industries, 64,  
Fair Play Mfg. Co., 53,  
Fenner-Hamilton Co., 69,

Georgia Marble Co., 66,

H. & R. Mfg. Co., 46,  
Hussey Mfg. Co., 54,  
Jayfro Athletic Supply Co., 64,  
Morey, Inc., Dick, 50,  
National Sports Equipment Co., 70,

Nissen Trampoline Co., 44,

Perfo Mat & Rubber Co., Inc., 46,  
Seamless Rubber Co., Cover 3,  
Smash, 65,  
U. S. Steel Corp., 3,  
Universal Bleacher Co., 31,

☐ Free literature. See listings under "Books" and "Films"  
☐ Information

Vandaveer & Son, H. C., 56,

Write direct to advertiser  
☐ Free copy of rules and playing hints  
☐ See listing under "Films"  
☐ Information portable steel grandstands;  
☐ Portable wood bleachers; ☐ Roll-away gymnasium stands  
☐ Information "Red Dog" track cinders

### SWIMMING SUPPLIES

American Playground Device Co., 19,

☐ Information "Jim Patterson's" aluminum diving board

### LIGHTING EQUIPMENT

Crouse-Hinds Co., 45,

☐ Free "Sports Lighting Bulletin"

### RECONDITIONERS

Ivory System, Cover 4,

☐ Add name to "Observer" list  
☐ Free sample of "Vita-San" and "Dawhide"  
☐ Information

Raleigh Athletic Equipment Corp., 29,

### TOWELS

McArthur & Sons, George, 65, ☐ Information McArthur school towel plan

## FLOOR FINISHES

- Hillyard Chemical Co., 1, ☐ Information "Trophy" gym floor finish  
Huntington Laboratories, Inc., 53, ☐ "Coaches Digest," free to coaches and school officials, others please send 50 cents handling fee  
☐ Information "Seal-O-San" gym floor finish

## TURF PRODUCTS

- West Point Products Corp., 72, ☐ Information on the "Aerifier"

## RUBBER BALLS

- Pennsylvania Athletic Products, 37, 38, 39, 40 ☐ See advertisement  
Seamless Rubber Co., Cover 3, ☐ Write direct to advertiser  
Voit Rubber Corp., 23, ☐ Information Voit rubber-covered balls

## TENNIS EQUIPMENT

- Dunlop Tire & Rubber Corp., 46, ☐ Free book "How to Play Winning Tennis," Vinnie Richards  
☐ Free "Official Softball Rules"

## BASEBALL EQUIPMENT

- Hillerich & Bradsby Co., 57, ☐ Free "Famous Slugger Year Book"  
☐ Free "Official Softball Rules"

## NETS

- Linen Thread Co., The, 49, ☐ Information "Gold Medal" net's

## FILMS

- Nissen Trampoline Co., 44, ☐ "Up in the Air," 16mm sound film. Color \$55.00; black and white \$35.00  
U. S. Steel Corp., 3, ☐ Film "Building for the Nations" available without charge to schools on request

## BOOK CLUBS

- Prentice-Hall, Inc., 41, ☐ See advertisement for coupon regarding membership in The Coaches Book Club

## COACHING SCHOOLS

For information check square before school

- |  |  |
|--|--|
| <input type="checkbox"/> All-American Coaching Clinic, 70                    | <input type="checkbox"/> Ohio High School Football Coaches Clinic, 72                  |
| <input type="checkbox"/> Colorado, University of, Summer Coaching School, 69 | <input type="checkbox"/> South Carolina Coaches Assn. Coaching School, 70              |
| <input type="checkbox"/> Connecticut, University of, Coaches Clinic, 69      | <input type="checkbox"/> Texas High School Coaches Assn. Coaching School, 46           |
| <input type="checkbox"/> Eastern Coaching Clinics, 68                        | <input type="checkbox"/> Upstate N. Y. Basketball Coaching School, 56                  |
| <input type="checkbox"/> Florida State Coaching School, 72                   | <input type="checkbox"/> Virginia State College Coaching School, 71                    |
| <input type="checkbox"/> Idaho Coaches Assn. Coaching School, 67             | <input type="checkbox"/> Washington State High School Coaches Assn., Clinic, 71        |
| <input type="checkbox"/> Maryland, University of, Coaching School, 46        | <input type="checkbox"/> Wisconsin State High School Coaches Assn. Coaching School, 66 |
| <input type="checkbox"/> New York State Coaching School, 65                  |  |

## NEW ITEMS

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| Brown, Dewey, 59, <input type="checkbox"/> Information                   |
| Bulwin Sportswear, 59, <input type="checkbox"/> Information              |
| General Athletic Products Co., 59, <input type="checkbox"/> Free catalog |
| Hit-A-Homa, 58, <input type="checkbox"/> Information                     |
| Jacuzzi Bros., Inc., 58, <input type="checkbox"/> Information            |
| National Trainer and Coach Co., 58, <input type="checkbox"/> Information |
| Protection Equipment Co., 58, <input type="checkbox"/> Information       |
| Seamless Rubber Co., 59, <input type="checkbox"/> Information            |
| Sico Grandstands, 59, <input type="checkbox"/> Information               |
| Zotax Pharmacal Co., 59, <input type="checkbox"/> Information            |

## (Enclose money where required)

- Athletic Enterprises, 56, ☐ "Organization and Administration of the High School Varsity Club," \$1.00  
☐ Plans for building a rope maze, tackling dummy, and seven-man sled, 60 cents  
☐ Locker Room Slogans, \$1.00  
Athletic Institute, The, 60, ☐ See advertisement  
Fenner-Hamilton Co., 65, ☐ "Trampoline Tumbling," Larry Griswold, \$3.75  
Nissen Trampoline Co., 44, ☐ "This Is Trampolining," LaDue, Norman, \$8.00  
School Aid Co., 68, ☐ Football Formations Stamp, \$7.95

Coupon will not be honored unless position is stated.

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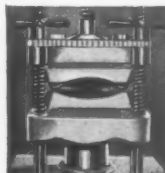
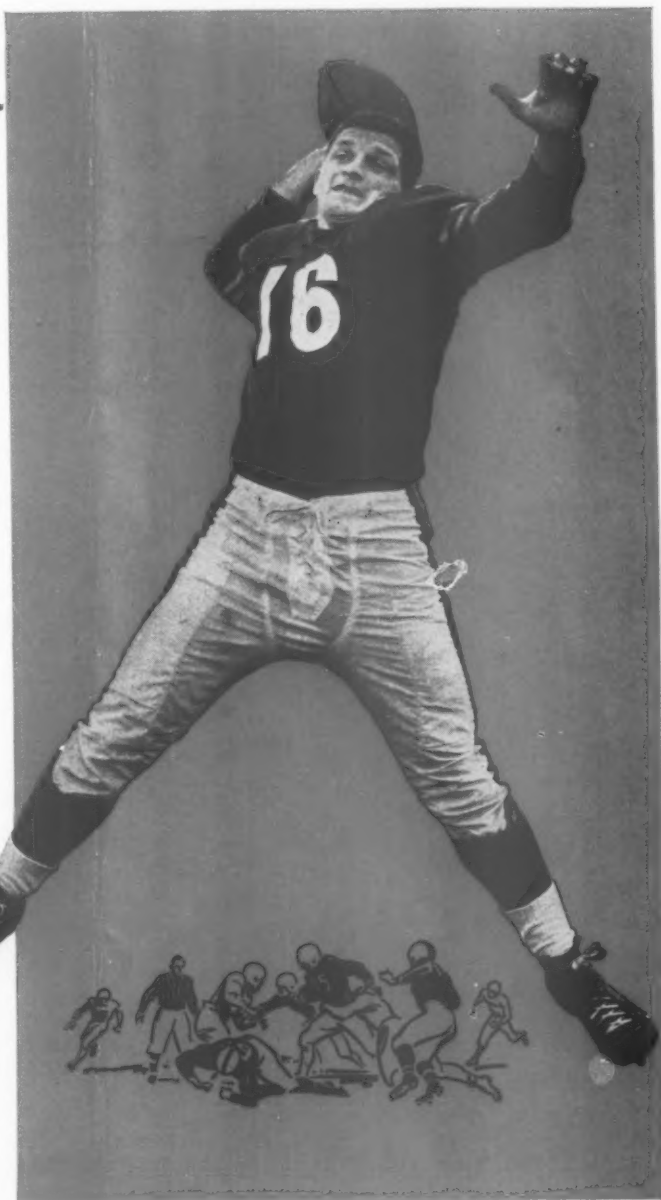
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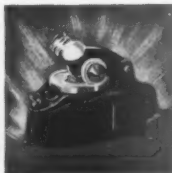
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